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Thesis
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THE UNIVERSITY OF ALBERTA
FACTORS RELATED TO EDUCATIONAL NONCONTINUANCE

by



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The undersigned certify that they have read, and recommend to the Faculty of Graduate Studies for acceptance, a thesis entitled, "Factors Related to Educational Noncontinuance", submitted by Francis N. Van Hesteren in partial fulfilment of the requirements for the degree of Master of Education.

Date.....*August 7*.....1969.

ABSTRACT

An attempt was made in this study to discover the reasons why some qualified Alberta high school graduates do not continue their education at the post-secondary level, and how such noncontinuing students were different from, or similar to, graduates who either continued their education or delayed attendance at a post-secondary institution.

Initially, a representative sample of 1011 June, 1967 Alberta high school graduates were sent return mail cards on which they were asked to indicate what they did with regard to continuing their education following high school graduation. All of the noncontinuing and interrupting students who returned these cards were sent follow-up questionnaires to determine the reasons for, and the personal, family, and school factors related to, their noncontinuance or interruption. Also, questionnaires were sent to a sub-sample of continuing students so that this group could be compared with the noncontinuing and interrupting groups. Some 123 noncontinuing, 58 interrupting, and 139 continuing students returned the questionnaires. Information provided by these individuals was used in the analyses carried out in the study.

The chi-square test was used on questionnaire items that were common to either two or all three of the groups to determine significant differences in the distributions of student responses. The .05 level was accepted as the standard for significance.

Reasons for Noncontinuance

The reasons given by noncontinuing students for not attending post-secondary school were, in order of importance, "Was uncertain about future plans", "Didn't think I had the ability to go on", "Wanted to earn own living to be independent of parents", "Not enough money to go on", and "Lack of interest in further education".

Personal Factors

In comparison to graduates who interrupted or continued their education, noncontinuing students tended to be older, had lower averages on Grade 12 Departmental Examinations, and were considerably less motivated to attend post-secondary school. Noncontinuing individuals tended to have made their decisions concerning education beyond high school at a much later stage in their educational careers than did interrupting and continuing students. Noncontinuing students reported considerably more regret than did interrupting students over the decisions they had made regarding post-secondary education.

Family Factors

Graduates who did not continue their education generally spent less time than did interrupting and continuing graduates discussing their post-high school plans with their parents. They also reported being much less influenced by their parents in making their decisions concerning post-secondary education. The parents of noncontinuing students tended to be on relatively lower educational levels than parents of interrupting and continuing students. Noncontinuing students tended to have proportionately more qualified siblings who did not continue their education after high school graduation but individuals in all three groups

generally claimed that they had not been influenced by these noncontinuing siblings in making their post-high school plans.

School Factors

Relative to students who interrupted or continued their education, noncontinuing students were less adequately informed about post-secondary educational opportunities, had received less encouragement from school staff to continue their education, did not participate as extensively in extra-curricular activities, and were much less likely to have taken a matriculation program. Noncontinuing students had proportionately more close friends who did not continue their education, and they were much less influenced by their close friends than were interrupting and continuing students in making their decision concerning education beyond high school.

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CHAPTER I

STATEMENT OF THE PROBLEM

A. INTRODUCTION

A by-product of society's accelerating evolution toward ever greater ideological diversity and occupational specialization has been a growing conviction that post-secondary education is very important both to the individual and to the society of which he is an integral part. The genuineness of this belief in the importance of higher education has been demonstrated by the great deal of attention given the high school "dropout" and, to a lesser extent, the "dropout" from various post-secondary institutions such as technical institutes, schools of nursing, and universities.

This concern about the dropouts from high school and post-secondary school seems to be justifiable and has led, in some institutions at least, to a revamping of existing programs so that potential dropouts might be encouraged to remain in school. In recent years, however, what might appropriately be called a new dropout group has received attention--namely those individuals who do not continue their education after high school graduation. Should not society be as concerned about these individuals as it is about the dropouts who fit the traditional dropout definition? In the present writer's view, society should indeed be very much concerned about this group and the potential loss in human resources that it represents.

B. THE PROBLEM

1. Statement of the Problem

The major purpose of this study was to provide an estimate of the proportion of Alberta high school graduates who do not continue with education at a post-secondary institution and to discover the reasons for, and the various personal, family, and school factors related to, this decision. An attempt was made to probe rather deeply into the role of economics in the decision on the part of a qualified individual not to continue his education. In order that this particular group might be viewed in proper perspective, two reference groups with which the non-continuing graduates could be compared were also included in the study. These reference groups consisted of individuals who continued their education at the post-secondary level immediately following high school graduation and those who continued only after staying out of school for some time.

2. Sub-Problems Investigated by the Study

- a. What are the occupations entered by those high school graduates who do not continue with education at the post-secondary level?
- b. Which post-secondary institutions are attended by those individuals who either continue their education at the post-secondary level immediately following graduation or continue only after an initial delay?

C. SIGNIFICANCE OF THE STUDY

That a considerable number of qualified individuals are not continuing their education upon completion of high school is well substantiated by research - to which reference will be subsequently made.

Why should the failure of youth to go on to post-secondary school be a cause for concern? Why should it be considered important that the number of young people deciding not to continue their education after secondary school be determined and why should the reasons for, and the factors related to, such a decision be objects of investigation?

These questions can perhaps be most adequately answered in terms of the widely held assumption that education in general, and post-secondary education in particular, are beneficial both to the individual and to society.

Education has traditionally been considered important to the development and improvement of society. In support of this proposition, Sanders and Barth (1968) suggest that, "The belief, widespread and largely intuitive, that education somehow contributes to the improvement of society has been long held (p. 213)."

Referring specifically to the necessity of having every individual develop to his fullest potential, Hollinshead (1952) writes:

. . . we can safely say that there is a real loss to society when an individual operates on a level lower than his capacity. . . . We are concerned when a potential engineer becomes a radio repairman or when a potential school teacher becomes a waitress. (p. 73)

The view that education is important to the welfare of the individual also finds widespread support. Rather than focusing upon the benefits of post-secondary education to the individual, researchers have typically described the disadvantages of not pursuing higher education. Concerning the unfortunate consequences of the failure of Canadian youth to develop, to the fullest, their educational potential, Fleming (1957) says:

Many of them have failed to seek out and fit into the life

work for which they are best suited and in which they could make their highest contribution to the national culture and material development. (p. iii)

Although he is referring to dropouts from Saskatchewan high schools, the following warning by Whiteley (1967) about the drawbacks of early entry into employment applies as well to those who elect not to continue their education after high school graduation. Whiteley cautions:

Though many young people find immediate financial reward by severing their ties with school life and entering the labour market, such rewards have definite limitations. (p. 14)

The limitations, in Whiteley's view, are imposed upon the individual by the nature of the societal occupational structure which is demanding of its prospective members increasingly higher levels of education and training.

Venn (1964) dramatically describes the fate of the "under-employed" individual who is afforded no satisfying outlet for his abilities and little chance to meet his "considered aspirations." He writes:

The high school dropout may find a job washing dishes or parking cars; if he has graduated from high school or attended college awhile, he may clerk in a store or become a route salesman. He becomes frustrated; initiation for him has become a personal defeat. Chances are he will soon quit his job and seek another. (p. 13)

Finally, Bertram (1968), approaching the problem from a more positive viewpoint, claims that, in addition to "measured income benefits", there are at least three other advantages in pursuing higher education. These have to do with the broader range of opportunities afforded an individual with relatively more education and the extent to which he is able to cope with a rapidly changing technological order.

He writes:

Further years of schooling provide what has been termed a 'financial option' return, or the value of the opportunity to obtain still further education. Two other benefits that appear to be important are non-monetary 'opportunity options' involving wider individual employment choices made available by education, and opportunities for 'hedging' against the vicissitudes of technological change. (p. 125)

This research, then, was undertaken on the assumption that the pursuit of post-secondary education is advantageous both to the individual and to society. It was felt that the study would be significant if it provided an estimate of the proportion of qualified high school graduates not continuing their education and, furthermore, if it gave some insight into why such graduates do not continue. Such knowledge could possibly provide a basis for action aimed at increasing the number of young people reaping the benefits of post-secondary education.

D. DEFINITION OF TERMS

Noncontinuing Graduate, in this study, is a June, 1967 Alberta high school graduate who did not attend a post-secondary institution in the fall of 1967 on a full time basis and who, at the time that the data were collected (i.e. winter, 1969), still was not in full time attendance at such an institution.

Interrupting Graduate, in this study, is a June, 1967 Alberta high school graduate who stayed out of school for some time before continuing at a post-secondary institution on a full time basis. Of the 58 members of this group from whom questionnaires were received, 4 continued in January of 1968, 1 continued in February of 1968, 1 continued in April of 1968, 3 continued in the summer of 1968, 46 continued in the fall of

1968, and 3 continued in the fall of 1969. The vast majority of this group, therefore, had been out of school for at least one full year.

Continuing Graduate, in this study, is a June, 1967 Alberta high school graduate who continued his education at a post-secondary institution in the fall of 1967 on a full time basis. Also included in this group are those individuals who went into an apprenticeship program and those who entered a school of nursing.

Graduate in "Other" Category, in this study, is a June, 1967 Alberta high school graduate who did not fall into any of the three previous categories. Among the 55 individuals in this group are those who returned to high school to secure matriculation but gave no indication of plans to continue at a post-secondary institution, those who returned to high school to secure matriculation before continuing, those who continued at but dropped out of a post-secondary institution, those who attended bible schools, and those who went into the Canadian Army or joined the Royal Canadian Mounted Police. Also falling into this category were a girl who became a student actress and another girl who became a translator in Vienna, Austria.

Home Location. In this study, students' home locations were classified according to a list compiled by the Alberta Department of Municipal Affairs. The three classifications used were large city (Edmonton or Calgary), small city or town, and rural.

Designated Sample is the total and essentially representative sample of 1011 graduates pulled from the "1967 Diploma List" compiled by the Alberta Provincial Department of Education. This sample was undifferentiated in terms of students' post-graduation activities.

Analyzed Sample consists of those 320 individuals whose questionnaires

were used in the analyses carried out in this study. The students in this sample either continued, interrupted, or did not continue their education.

CHAPTER II

REVIEW OF RELATED RESEARCH

While all the research to be presented deals essentially with the reasons for the failure of certain youth to pursue post-secondary education and the dimensions along which these individuals differ from continuing students, some notable inconsistencies exist among the various studies in terms of the localities in which they were conducted, the time at which they were carried out, the specific objectives that they hoped to reach, the size and composition of the samples used, and the methods used to obtain results.

Although there is a definite lack of consistency in terms of the above characteristics, the available research, when synthesized, provides a basis for understanding more fully the reasons for, and the factors associated with, students' post-high school plans.

A substantial amount of the research to be reported was conducted in the United States. However, when it is kept in mind that the similarities in the plans and aspirations of youth in Canada and the United States probably outweigh the differences, it is not unreasonable to suspect that the American findings have relevance to and implications for the Canadian setting.

A. STATISTICS INDICATING THE MAGNITUDE OF NONCONTINUANCE

Canadian Statistics

Fleming (1957), in the context of the "Atkinson Study of Utilization of Student Resources", investigated the plans of 9,404

Grade 13 students registered in Ontario public and private schools in 1955-56 and found that just over half (52%) had plans to attend university. Almost two thirds of the boys and one third of the girls planned to attend. Of those who planned to go on to university, only 65% actually went, as compared with 24% of those who were uncertain. Fleming explains that, "Other education claimed about 66% of those who planned to but did not go to university, about 55% of those who were uncertain and did not go, and about 70% of those who neither planned to go nor went. The rest went into employment (p. 26)."

Siemens and Jackson (1965) surveyed the destinations of a sample of 640 Grade 12 students drawn from two Manitoba rural areas and two large suburban collegiates in Metropolitan Winnipeg. In the total sample, 40% of the students took training beyond high school - 22% in university and 18% in a variety of non-university courses. It was discovered that of the 84% who had indicated plans for taking a course beyond high school only 48% fulfilled their plans. Of the girls, 56% carried through with their plans to continue, as compared with 41% of the boys.

Fair (1966) investigated the post-graduation plans of Grades 11 and 12 students who were enrolled in Alberta high schools in 1965. It was found that 72% of the total of 9,283 boys and 68% of a total of 8,563 girls planned to pursue some type of formal education or training beyond high school. On the other hand, Fair reports that, "Some 13% of males and females combined, or approximately one student in eight, planned to get a job after completing Grade 12. (p. 5)."

A national sample of 150,000 students from 375 schools was studied by Breton and McDonald (1967). It was found that about one

third of the pupils in Canadian high schools thought that they would certainly continue their education after high school. An additional 20.6% indicated that they probably would do so. Slightly less than a tenth of the total sample (9.5%) thought that they would either definitely or probably not go on to any kind of post-secondary school.

American Statistics

Students ranking in the upper ten per cent of the 1955 Indiana graduating classes were studied by Wright and Jung (1959). Of the 3,479 highly capable youths included in the research, 71% continued their education after high school graduation. By the start of the second year following graduation, only an additional two per cent had gone on.

Little (1959) found that 45% of the total number of students graduating from Wisconsin high schools in 1957 planned to continue with some program of post-secondary education. Thirty per cent were intending to go to a degree granting college. Individuals of high ability, that is, students in the upper 25% of their classes in both scholastic aptitude and rank in graduating class and those judged to have unusually high potential in some field or activity, were given special attention by Little. Slightly less than 15% of the total group of high calibre students failed to go into some kind of further education.

Berdie and Hood (1965) investigated the post-high school plans of 44,756 seniors who were attending Minnesota high schools in 1961. About one quarter of these students indicated plans to enter employment after high school graduation. The number of people seeking jobs after graduation was "considerably smaller" than was the case in 1950 when Berdie conducted a similar survey. Of the "high ability students", that

is, the top 17% on the basis of the Minnesota Scholastic Aptitude Test, only 8% planned to enter employment, as compared with 18% in 1950. A considerable number of individuals in the total job seeking sample indicated that they planned to attend college at some future time. Of the boys, 79% had this intention, as compared with only 40% of the girls.

B. RESEARCH RELATIVE TO THE REASONS FOR NOT ATTENDING POST-SECONDARY SCHOOL

Canadian Research

Part of the Fleming study (1957) previously mentioned concerned itself with finding the reasons why certain Ontario high school graduates were not planning to attend university. The reason most often given was "Other plans for further education", which was stated as the primary reason by 60% of the students - more of whom were girls than boys. "Lack of money" was the second most frequent reason given. It was stated as the main reason by approximately 10% of students and it influenced the decisions of boys a great deal more than was the case with girls. "Other reasons" given as the main reason for not planning to attend university also influenced the boys much more than the girls. These reasons, in order of importance, were, "Lack of interest", "Studying too difficult", and "Attractive employment opportunity", given as the primary reasons for not going to university by 8%, 5%, and 2% of the entire group.

Pipher (1962), in Report Number 8 of the Atkinson Study of Utilization of Student Resources, followed up 966 Ontario high school graduates who did not attend university but who in high school had either wanted to attend or were uncertain about attending. The main

reasons given by the total group for not entering university were, "Other field of education presented stronger appeal (44%)", "Personal financial reasons (21%)", "Failed to obtain requirements for course desired (18%)", "Attractive opportunity for employment (5%)", "Marriage plans (3%)", and "Family obligations due to economic or health reasons (3%)".

Breton and McDonald (1967), rather than probing directly for the reasons for not continuing with education after high school, attempted to determine the factors that could change the decision made by students not to continue. It was found that 68.5% of the students who did not intend to pursue post-secondary education indicated that something might change their intention. By far the most frequently stated factor that might change a student's mind in favor of post-high school education was "The need for more education in order to get ahead vocationally", given by 36.4% of the students. The factors next most often stated were, "If I could get enough money to continue (11.7%)" and "If my parents insist I continue (7.9%)". Breton and McDonald gave the Alberta statistics which correspond to the above national figures. "If I need more education", "If I could get enough money", and "If my parents insist" were factors indicated by 36%, 9.6%, and 5.3% of Alberta students.

American Research

To determine the chief reasons for failure to attend college, Barber (1951) investigated a sample of 183 Erie, Pennsylvania non-continuing high school graduates who, on the basis of their tested ability, should have graduated in the upper third of their classes. In order of importance, the reasons and the percentages of the total sample indicating them as "chief" reasons were, "Lack of finances (34%)",

"Lack of academic interest (20%)", "Preference for work experience (13%)", and "Lack of serious purpose (12%)". Barber qualifies these figures by pointing out that motivational factors, when taken together, tended to outweigh the financial factors.

Wright and Jung (1959) had as one of their main objectives the delineation of the reasons why 875 top ranking Indiana high school graduates failed to pursue post-secondary education. The following reasons for not continuing are based upon the judgements of one interviewer and three readers. It was agreed that the most important main reason for boys' failure to go on was that "The boys thought of high school as being the terminal point in their education, or because they desired to earn money, or because they had some competing interest." This multiple reason was found in 33.7% of the cases. Other reasons, in order of importance, given for the boys' failure to go on were, "Lack of finances for further education (23.9%)", "Indifference (20.6%)", "Marriage (8.1%)", "Being needed at home (5.1%)", and "Parental opposition or indifference (4.9%)". While essentially the same reasons for not continuing were given by the girls, the ranking, by greatest frequency of mention, of these reasons was not the same. In order of importance, the reasons given by girls were, "Marriage (30%)", "Finances (17.6%)", "Terminal, to earn, or competing interest (13.3%)", "Parental opposition or indifference (6.5%)", and "Needed at home (2.1%)". For the total group it was judged that the main reasons for not continuing after high school graduation were, in order of importance, "marriage", "indifference", "financial", and "terminal, to earn, or competing interest".

Stroup and Andrew (1959) carried out a study to investigate

factors related to the "educational discontinuance" of Arkansas college ability high school seniors. They found that students who were not planning to attend college marked "To be independent" and "To start making money quickly" as reasons for their decision more frequently than did students who planned to go on to college.

On the basis of pertinent national statistics and specific studies carried out in individual states, Bridgeman (1960) concluded that the problem of finances seems to be the "largest single reason" for the failure of high mental ability students to enter college. Bridgeman observed that, "Lack of interest in further study, among the boys, and lack of interest - or early marriage - among the girls, appear to be next in importance (p. 31)."

Berdie and Hood (1965) focused specifically on those 1961 Minnesota high school seniors who were planning to enter employment following graduation to determine the reasons for their decision. The reason most frequently offered for planning to work was that "It enabled them to start making money quickly." One third of the metropolitan, 40% of the non-farm, and 45% of the farm students indicated this reason. The next two most important reasons for planning on a job were "Desire to be independent", indicated by more than a third of the girls and one quarter of the boys, and "Preparation for a vocation", indicated by 23% of the boys and 18% of the girls.

While it may be useful to know the reasons given by high school graduates for not continuing their education at university or some other post-secondary institution, the opinion that caution must be taken in the interpretation of reported reasons is widely held. Fleming (1957) explains why it is difficult to know in any precise

manner the meaning of reasons given for noncontinuance. He writes:

It would of course be erroneous to interpret the responses to the questions as indicating the exact reasons why the students in question did not plan to go to university. Even taking for granted complete honesty and seriousness of purpose on the part of the students, we can hope for no more than what they thought were the reasons, making considerable allowance for differences in interpretation of terms and for lack of insight. (p. 29)

Considering the difficulties inherent in the reliable interpretation of reported reasons, it seems desirable to investigate the relatively more objective factors that may serve to enhance a more complete understanding of students who continue and do not continue their education after high school graduation. It is such variables that will be reviewed next.

C. FACTORS RELATED TO STUDENTS' POST-HIGH SCHOOL PLANS

1. Personal Factors

Age

Fleming (1957) found considerable consistency in the average ages of Ontario students falling into three post-high school destination groups. Students who went to university, into other education, and into employment averaged 18.1, 18.0, and 18.5 years of age respectively. The girls were "considerably" younger than the boys in all three groups and the younger students displayed a much weaker tendency to go into employment than the older ones.

Wright and Jung (1959) found that the vast majority (95%) of their sample of noncontinuing students were either seventeen or eighteen, the age expected of students from a twelve year school with a starting age of six. The boys tended to be somewhat older than the girls.

It was concluded by Berdie and Hood (1965) that, on the whole, there were no significant age differences in their sample between pupils planning to continue their education following graduation and those intending to enter employment.

Sex

Fleming (1957) discovered that roughly two female Ontario high school graduates went to university for every five males. However, more than twice as many boys as girls went into employment since almost 50% more girls than boys went into some form of non-university post-secondary program.

From a study of national and state statistics, Bridgeman (1960) concluded that between 75 and 80 per cent of male high school graduates in the upper thirty per cent ability level enter college, as contrasted with only 55% of the female graduates in the same ability range.

Henry (1965), in an attempt to discover the relative importance of certain factors suspected to be related to college attendance, studied a sample of 868 "able" Missouri high school graduates. The "able" group was subdivided into groups of medium and high ability. Fewer females than males went to college in both ability groups. In fact, Henry points out:

Nearly all of the high ability males attended college and the percentages of medium ability males who attended college were almost equal to the percentage of high ability females who attended college. (p. 777)

Marriage

While marriage was judged to be the reason of first or second importance for the decision of 46.4% of the girls in the Wright and Jung study (1959) not to continue their education after high school

graduation, such was the case for only 13% of the boys. It was suspected that marriage significantly influenced the decision of close to half of the girls not to continue with their schooling. For boys, on the other hand, marriage was considered a real reason in just 10% of the cases. Wright and Jung conclude:

There is no doubt that marriage is a factor to be considered in the failure of youths to continue their education beyond the high school and that it is a factor which affects about twice as many girls as boys. (p. 33)

Berdie and Hood (1965) report that in their group of Minnesota graduates more students seeking jobs than other students indicated that marriage or "the early prospect of marriage" had affected their post-high school plans. Twenty-five per cent of the girls and ten per cent of the boys planning to enter employment indicated that marriage had affected their plans. The writers point out, however, that almost as many individuals entering trade or business school indicated that marriage had affected their decision. They conclude that the truly significant difference with regard to the marriage factor was between those who intended to go to college and those who planned to enter employment.

Ability and Achievement

A number of studies lend strong support to the hypothesis that both a student's ability and his achievement play important roles in determining whether or not he pursues post-secondary education.

Fleming (1957) observed that, in general, Ontario high school graduates destined for university had the highest averages, followed in descending order by those going into some other form of post-secondary education and those entering employment.

Siemens and Jackson (1965) found a highly significant relationship between average high school marks and the fulfillment of educational plans in Manitoba. As an individual's average mark increased there was a marked tendency for that individual to carry through with his plans for further education. The same relationship was found to exist between intelligence and plan fulfillment, with the exception that the relationship did not hold up for those with a very high I.Q.

Henry (1965) observed that the proportion of high ability Missouri graduates who went to college was considerably greater than the proportion of medium ability graduates who went. This relationship was found within the sex groups and the total group.

In reference to the intellectual characteristics of his sample of Wisconsin graduates, Little (1959) points out that the students intending to go to college were mainly graduates who were, either in terms of scholastic aptitude or achievement, in the top 30% of their classes.

Berdie and Hood (1965) report that graduates planning on some form of education beyond high school scored relatively higher on the average on the Minnesota Scholastic Aptitude Test than did students planning to enter employment. A similar relationship was found between high school rank and post-high school destination.

Finally, Stice, Mollenkopf, and Torgerson (1956) investigated the factors influencing the college plans of a sample of students judged to be representative of all students in the United States and found that scores on their aptitude test were very highly related to college going plans. They conclude:

Not only do a larger proportion of the high scoring group of students expect to go to college than is the case for the entire population, but also within the high scoring group both the total proportion with college interest and the proportion expecting to go to college immediately increases sharply as the test score goes up. (p. 47)

Motivation to Continue

In the sample of noncontinuing students studied by Wright and Jung (1959), over half the group (54.7%) indicated that they did not really desire to pursue post-secondary education. Of these students the writers say, "The majority of them simply did not want to continue, an attitude that was probably the result of a number of reasons (p. 36)."

Little (1959) found a striking difference in motivation to continue among the "top-ranked" Wisconsin high school seniors that he studied. He observed that there were significant differences between students who were planning to enter college and those who were not in that the college planners had a stronger desire to enter college and were willing to make greater sacrifices to do so. For example, 67% of the continuing males indicated that they would borrow to be able to attend college, as compared with only 33% of those not planning to attend college.

Finally, Kahl (1953) studied a small sample of 24 boys from working class homes "to explore the social influences that help to account for differences in . . . motivation to go onto college (p. 186)."

It was concluded that only those lower class youngsters who had "internalized" from their parents the middle class valuing of education were sufficiently determined to overcome the obstacles, both social and economic, in the way to a college education.

2. Family Related Factors

Parental Attitude

The attitude of parents toward the importance of higher education seems to play an important role in determining whether or not an individual will attend post-secondary school.

Canadian Research

It was found in the Fleming study (1957) that parental attitudes were highly related to the post-high school plans of Ontario graduates. Eighty-four per cent of the students planning on university indicated that their parents were strongly in favor of their going on and 98% claimed that their parents were either strongly or moderately in favor of their continuing. These percentages were much higher than those for students not planning to enter university. Only 18% of these students said that their parents were strongly in favor of their going on and 61% indicated their parents were either strongly or moderately in favor.

In his sample of Manitoba high school students, Siemens (1965) also found a significant relationship between the strength of parental encouragement and pupils' educational aspirations.

In the Fair study (1966), 75% of the boys and 65% of the girls indicated that they had received either "strong encouragement" or "some encouragement" from their fathers to continue their education beyond high school. Furthermore, 86% of the boys and 80% of the girls said that they had received either "strong encouragement" or "some encouragement" from their mothers. On the basis of these statistics, Fair concluded:

. . . parents today are very much aware of the need for

post-high school education for their children and are seeking to encourage them to embark on such educational programs. (p. 12)

Over half of the national sample of high school students studied by Breton and McDonald (1967) said that their parents wished them to continue their education after high school graduation either on a full-time (55.3%) or a part-time basis (7.6%). Slightly less than one third of the students claimed not to know their parents' feelings about the matter and 4.8% indicated that their parents did not want them to go on at all.

American Research

In the Indiana study (1959) the four readers judged that "Parental opposition or indifference" was the true cause (first or second choice of reasons) for the failure of 16.4% of the girls and 2.3% of the boys to continue with education following high school. Twenty-four per cent of the noncontinuing girls and 15.3% of the boys said that their parents' attitude toward further education was unfavorable. Regarding parental attitude toward higher education, Wright and Jung conclude:

The attitude of parents regarding a college education for their children is, and no doubt should be, a major influence in the decision of these youths to continue or not to continue with their education. (p. 34)

In the total sample of high school seniors investigated by Berdie and Hood (1965), a considerably larger number of students planning on jobs as opposed to some form of further education said that their parents were indifferent about college attendance. More boys than girls indicated that their parents wanted them to continue. In terms of the high ability students, 80% reported that their

parents wished them to enter college and 15% reported that their parents insisted they continue. Only about half of the high ability job seekers, on the other hand, said that their parents wished them to continue. These findings support the conclusion drawn by Berdie in 1954 that, "Attitudes of parents are very important in determining whether or not children attend college (p. 19)."

In the total sample of Wisconsin graduates studied by Little (1959) it was judged that close to twice as many college-going graduates as students not continuing their education reported that their parents wanted them to go on. Approximately 90% of the parents of high ability graduates wanted their offspring to continue their education after high school graduation. Little emphasizes that, "Discouragement and indifference by parents . . . was disregarded by few graduates (p. 125)."

Cliff and Ekstrom (1962) stress the strong influence of the family in determining whether or not an individual pursues higher education. Concerning the decision to enter college, they write:

. . . it is better considered as something that becomes part of the habits of thought of the family, so that the decision to send a student to college is rarely reversed in the last year or two of high school except by family financial disaster. (p. 10)

Occupational Level of Parents

That parental occupational level is highly related to plans for education is consistently borne out in research.

Canadian Research

Among the Ontario Grade 13 students studied by Fleming (1957), those who attended university displayed a tendency to have fathers in the highest occupational levels while those who took jobs

after graduation tended to have fathers on the lower end of the occupational scale. About half of those who went to university indicated that their fathers fell into the professional - managerial - executive category. Only about a third of the "Other education group" and a fourth of the employment group had fathers working at this level. Only a small proportion (3%) of the university goers had fathers at the unskilled-manual labor level. The writer points out that, "The highest proportion going into employment were from the families of plumbers, guards, watchmen, caretakers, and farmers (p. 22)." Fleming did not find a significant relationship between the mother's occupational status and student destination.

Scott and Lussier (1963) studied almost all the pupils in Grades nine to thirteen in Hastings County, Ontario and found a significant relationship between the father's occupation and the educational plans of students. The writers conclude that, "Generally the students of parents with occupations having higher income plan on receiving more schooling (p. 42)."

It was found by Siemens (1965) that both the educational and occupational aspiration levels of his sample of Manitoba high school students were significantly related to the father's occupational status.

American Research

Over 90% of the national sample of high school seniors in the Stice, Mollenkopf, and Torgerson study (1956) who "expressed an interest in college" had fathers in professional occupations and virtually all of these individuals expected eventually to enter college.

Little (1959) found that while two thirds of the students who had fathers in the professional or executive category planned to go to college, only 18% of the students from farms intended to do so. In terms of students ranked in the top quarter, however, it was found that the majority intended to go to college regardless of parental occupation.

After surveying a number of researches, Bridgeman (1960) concluded that college entrants, in general, are children "whose fathers are in professional or management work as compared with other occupations (p. 44)."

Henry (1965) found that both the father's and the mother's occupational level were significantly related to the college-going behavior of Missouri high school graduates.

Berdie and Hood (1965) observed that only two per cent of the non-farm students planning to enter employment following graduation had fathers in professional lines of work. Like Fleming (1957), these researchers found that, "Students seeking employment were more likely to come from homes where the fathers held a lower level of job such as a skilled tradesman or laborer (p. 127)." The relationship between the father's occupational level and student destination also held up for the high ability pupils. Of the non-farm college planning students one fifth had fathers who were professionals, as compared with only 4% of those planning to enter employment.

Education of Parents

The level of education reached by parents, particularly the father, appears also to be an important determinant of students'

post-high school plans.

Canadian Research

Fleming (1957) reports that for his group of Ontario high school graduates the more education that parents had the greater the chance that their children would attend university and the smaller the likelihood of their going into employment. If a student's father had gone to high school, he had a 40 per cent better chance of attending university than one whose father had not gone. Moreover, if a student's father had attended university his chances of attending himself were two or three times as good as the student whose father had not attended. Fleming points out that while the mother's educational level paralleled that of the father, "It would be difficult to say which parent exerted the stronger influence; in most cases it may be assumed that the two influences were combined (p. 22)."

The educational achievement of both the father and the mother in the Siemens study (1965) were found to be significantly related to the educational aspirations of students. In general, the higher the educational level reached by the parents the higher the level to which a student aspired.

American Research

In the Wright and Jung study (1959), 37.2% of the fathers of noncontinuing high ranking students had finished Grade twelve, while 32.2% had Grade eight or less. The corresponding percentages for the students' mothers were 44.2% and 26.0% respectively. Only in eight per cent of the cases had either of the parents finished a grade beyond Grade twelve. The writers conclude:

It would appear that if the high school is to provide maximum guidance for the more capable youths, it must be taken into consideration that a large majority of the parents of youths who did not continue in school have had no first hand experiences in further education. (p. 55)

Little (1959) also discovered that, "The college-going (Wisconsin) graduates strikingly differed from the graduates who were not continuing in the level of education of their parents (p. 125)." Among the noncontinuing students, fewer than half of the total number of parents had graduated from high school, over a third had never gone to high school, less than one quarter of them had gone to college, and one tenth had graduated from college. Among those planning to attend college, in rather sharp contrast to the above proportions, over two thirds (70%) had parents who were high school graduates, almost a third (30%) of the parents had attended college, and a fifth (20%) of them had college degrees. Little reports that, "The increase (in the proportion attending college) with level of education prevailed among children of all levels of aptitude and achievement (p. 125)."

In terms of the total sample of job seeking Minnesota seniors studied by Berdie and Hood (1965), the median level of education reached by the fathers of students from the metropolitan areas was "Some high school" while the median of fathers of students from the non-farm and farm groups was a Grade eight education. Those planning to enter employment following graduation had, in general, fathers with no more than Grade eight. The educational level of the mother was also consistently lower in all three residence categories for the job seekers than it was for those with plans for further education. Among the high ability students, the likelihood that they would attend

college was four times as great if their parents had graduated from college.

Other researchers have also found the educational level of parents to be highly related to the post-high school activities of graduates. (Phearman, 1949; Stice, Mollenkopf, and Torgerson, 1956; Stroup and Andrew, 1959; Bridgeman, 1960; Henry, 1965).

Education of Siblings

Fleming (1957) found that while 22% of those Ontario graduates who attended university had one or more siblings who had attended, only 14% of the "Other education group" and 12% of the "Employment" group had brothers or sisters with university experience. The writers conclude that, "There are strong indications that attending university is in the nature of a family habit (p. 23)."

About half of the noncontinuing students in the Wright and Jung (1959) Indiana sample indicated that some of their "close relatives" had gone to college and that in about 20% of the cases a sibling had attended.

Parental Membership in Community Organizations

Stroup and Andrew (1959) found that among college ability Arkansas seniors there was a significant relationship between the number and kinds of organizations to which parents belonged and college attendance.

Two thirds of the noncontinuing students studied by Wright and Jung (1959) indicated that to the best of their knowledge their parents did not participate in any community organizations.

Berdie and Hood (1965) found that the parents of students planning on jobs following graduation did not participate as much in

various organizations as did parents of students planning to continue their education.

Rural-Urban Differences

On the basis of related research, it is apparent that the rural-urban distinction is useful in terms of describing differences between students who continue and students who do not continue their education.

Fleming (1957) found that graduates from relatively larger Ontario cities had a decidedly better chance of going to university than did other students. In fact, "In the places outside the specified cities, the chances of going to university were generally less, and of going into other education or employment generally greater (p. 47)."

Siemens and Driedger (1965) point out that, "Given a farm environment, we can expect persons with different motivations, aspirations, and abilities than if they lived in the city (p. 37)."

In the Fair study (1966), it was found that the smaller the place of residence the larger was the proportion of males who anticipated entering employment following high school graduation. For the females, on the other hand, "Proportionately nearly twice as many females from large cities as from farms expected to go directly into employment (p. 13)."

Stroup and Andrew (1959) report that Arkansas graduates from cities and towns enrolled in college in greater proportions than did students from rural locations.

Bridgeman (1960) also discovered that a "significantly higher proportion of all high school graduates" who attended college

are from urban rather than rural areas.

3. School Related Factors

High School Program

Stroup and Andrew (1959) found that the factor that seemed to be most closely related to Arkansas students' plans for a college education and the realization of these plans was "whether or not a student had taken a college preparatory program in high school (p. 104)."

Close to half (45%) of the male graduates in the Berdie and Hood sample (1965) planning to enter employment following graduation were enrolled in a general curriculum program, as compared with one third of the girls. Over half of the girls (55%) were enrolled in a commercial program, as compared with 6% of the boys, and 10% of the boys took a college preparatory program, as compared with 7% of the girls. Of the job seeking boys, 27% were taking a shop program.

Satisfaction with High School

The attitude of a high school graduate toward his high school experience seems to play a significant role in helping to determine whether or not he pursues higher education.

Wright and Jung (1959) found that only 28.8% of the boys and 38% of the girls in their sample of Indiana noncontinuing students were "enthusiastic" about the academic phase of high school and only 17% of the boys and 5.3% of the girls reported that they were mildly interested in or indifferent to it.

Among the Arkansas graduates investigated by Stroup and Andrew (1959), those who enrolled in college claimed that they "really enjoyed high school" in significantly greater numbers than

those who did not enter college.

Concerning a student's opinion of his high school experience, Berdie (1954) concludes that, "Satisfaction or dissatisfaction with school undeniably plays an important part in determining whether or not students remain in school (p. 22)."

Adequacy of Guidance

The effect of high school guidance services upon the plans of graduates has received wide-spread attention and it is repeatedly implicated that a significantly large number of students lack adequate guidance as far as their plans and activities following high school graduation are concerned.

With regard to certain potential university students, Fleming (1957) writes:

In spite of the expansion of guidance services during recent years, a considerable number of students probably neither ask nor receive individual advice on their post-high school careers. Many of them must have reasonably good prospects of university success. (p. 42)

More recently, Fair (1966), referring to the situation in Alberta has pointed out:

. . . there are undoubtedly many students who are either undecided or unrealistic in their career choices partly because of the lack of adequate occupational information and because there is little or no opportunity to talk with a vocational counselor about his future. (p. 10)

Forcese and Siemens (1965) studied the relationship between "positive teacher encouragement" and the educational and occupational aspirations of Manitoba high school students in low, medium, and high socio-economic status groups. It was found that "positive teacher encouragement" was significantly related to higher educational aspiration levels for those in the low and

middle socio-economic status groups but not for those in the upper socio-economic status group. The writers attempt to explain why encouragement did not greatly influence the latter group:

Probably, then, the high socio-economic status group receive sufficient encouragement from other sources, notably parents, whereas teacher encouragement is more vital to students from lower socio-economic status groups. (p. 18)

Breton and McDonald (1967), in attempting to assess the vocational readiness of a national sample of Canadian secondary school students, found that only half (50%) of them felt adequately informed about job opportunities to make a good career choice. Boys and girls shared this feeling in roughly equal proportions. It was found, however, that close to three fourths of the total number of pupils felt that they knew their personal abilities and interests adequately enough to make a decision concerning their future vocation. Boys and girls also shared this feeling in about equal proportions. The researchers discovered that on a national basis approximately two thirds (67.2%) of those involved in guidance do not have "formal certification resulting from specialized training in guidance." (For Alberta this percentage was 80.6%). Furthermore, 62.6% of the teachers involved in guidance felt that the guidance services in their schools were inadequate. (58.9% of Alberta teaching staff involved with guidance shared this opinion).

The noncontinuing Wisconsin high school graduates in the Little study (1959) were apparently not much influenced by teachers and counselors. For example, 70% of those not planning to continue their education following high school graduation claimed that "teachers had no influence upon their plans (p. 126)."

That the guidance programs in Indiana high schools were

somewhat ineffectual in terms of getting high ranking students to pursue post-secondary education was shown by Wright and Jung (1959). While 90% of the schools had college orientation programs and while 90% of the noncontinuing boys and 79% of the girls indicated that the school had in one way or another "indicated the desirability" of continuing with education after high school, these students were somehow not much influenced by efforts made to urge them to go on.

Participation in Extra-Curricular Activities

The extent to which a student participated in extra-curricular activities while in high school appears to be related to post-graduation plans.

In their study of Manitoba secondary students, Forcese and Siemens (1965) found that those individuals in the middle and upper socio-economic status groups who participated more than did other students in extra-curricular activities tended to have relatively higher educational and occupational aspirations. This relationship, however, was not observed in the low socio-economic status group.

Stroup and Andrew (1959) report that for Arkansas seniors, "Participation in school clubs, organizations, and societies and participation in musical organizations and on athletic teams were positively related to college attendance (p. 109)."

About 15% of the total group of noncontinuing high ranking students interviewed in the Wright and Jung study (1959) reported that they had not taken part "extensively" in extra-curricular activities. Close to half of the boys and 26.8% of the girls said that they had participated in only one activity or none at all. Wright and Jung conclude:

It is apparent that the majority of the youths, especially boys, of this group did not participate extensively in many of the extra-class activities of the school. (p. 17)

Peer Influence

That an individual's plans concerning further education are significantly influenced by the plans of his friends is well borne out by research.

Fleming (1957) reports that about two thirds of his sample of Ontario high school graduates who planned to attend university said that all or most of their friends also planned to enter university. On the other hand, fewer than half of those who were uncertain about attending university and less than one fourth of those who did not plan to go claimed that all or most of their friends planned to enter university. If all of a student's friends planned to attend university his chances of going himself were almost four times as good than if none of his friends intended to go.

Stice, Mollenkopf, and Torgerson (1956) indicate that a student who has no interest in college generally tends to have friends who share his feeling in this regard. In reference to such a student, the writers explain:

This student is less likely to have considered the problem at any length with either parents or school faculty and he has less information about possible ways of financing a college education. (p. 66)

Wright and Jung (1959) point out that over one half of their group of terminating Indiana graduates said that their close friends had not continued their education after high school. Concerning the influence of friends upon a student's post-high school plans, the writers conclude that, "The peer group with all of its influence did not seem to dominate the students' decision regarding education beyond high school (p. 62). . ."

Little (1959) found the influence of friends to be a "quite highly significant" determinant of students' plans. Three quarters of those planning to enter employment reported their friends to be planning likewise.

After investigating a number of researches Bridgeman (1960) also concluded that students who planned to enter college tended to have friends with the same intention. By the same token, those planning on entering employment tended to have friends who were also planning on jobs.

4. The Financial Factor

While considerable attention has been given to the matter of finances in relation to the post-high school plans of students, research findings as to the true importance of economics as a determinant of such plans remain somewhat obscure and inconclusive.

To assess the importance of "the financial barrier to university attendance", Fleming (1957) asked those students who were uncertain about going to university and those who did not plan to attend if they would attend "if a scholarship or bursary large enough to make the course financially possible were provided." Of those in the uncertain group, two thirds (69% of the boys and 61% of the girls) said "yes". On the other hand, only 24% of those who did not plan to attend university indicated that they would attend if sufficient financial assistance were provided. Concerning those students who indicated a willingness to go on if financial aid were made available, Fleming writes:

If a reasonable proportion of these students had the requisite academic and personal qualifications to succeed in university, the fact that many were held back for financial reasons is a matter of serious concern. (p. 30)

Fifty two per cent of the 735 Ontario high school graduates

studied by Pipher (1962) who did not attend university but who in high school had either wanted to attend or were uncertain about doing so indicated that they would have gone on to university if a sizable scholarship or bursary had been available to them.

Siemens and Jackson (1965) were surprised to find that there was no significant relationship to be found in their sample of Manitoba students between the socio-economic classification of a student's family and the realization of his plans for further education. On the basis of this finding it is suggested that, ". . . efforts to encourage youth to continue their education through programs of financial assistance have been a necessary, though clearly not sufficient, approach to the problem of keeping youth in school (p. 43)."

When asked whether the lack of money for further education had affected their career choices, only 13% or 1300 of the Alberta students in the Fair study (1966) said that it had. The writer concludes:

The weight of the evidence here is that financial need is not all that great an influential factor in the career choices of our graduating students. No doubt excellent financial support programs developed over the last decade have done much to change this picture. (p. 8)

Stice, Mollenkopf, and Torgerson (1956) asked those high ability students not planning to enter college following graduation if they would do so if provided with an all expense covering scholarship and found that a substantial proportion responded affirmatively. With regard to this finding the writers comment:

. . . the fact that a very large number of able students without college plans would be willing to go to college surely indicates that many students do not have college plans simply because they have never been able to view college as being a reasonable prospect. College is not intrinsically undesirable or repellent to them - it has seemed to be financially unattainable. (p. 115)

Stroup and Andrew (1959) reported that a significantly high

number of Arkansas graduates in the upper third ability range might have gone on to college had financial aid been available.

Among the terminating students in the Wright and Jung (1959) Indiana sample, only three in ten were aware of the existence of possible financial assistance for helping students continue their education beyond high school. Regarding the lack of awareness concerning financial aid to students Wright and Jung conclude:

. . . even in the largest schools, which are usually located in the largest communities, the percentage of students and/or parents without knowledge of such assistance leaves much to be desired. (p. 27)

Following his review of a number of American studies, Bridgeman (1960) points to the uncertainty concerning the significance of the financial factor in a student's decision concerning further education. He concludes:

In summary, it is very difficult to generalize from the available evidence with regard to the relative importance of economic and other factors in preventing students of upper-level ability from entering college. It would appear that roughly half such students who did not go would have done so if they had had more money. In a considerable number of cases, the desire for immediate earnings may have been more influential than serious difficulties in financing a college education. There is other evidence, however, that half or more of the students with first rate ability who can expect very limited financial assistance from their parents, do go to college immediately. (p. 44)

Henry (1965) attempted to determine the relationship between "family financial power" (i.e. amount of federal income tax paid) and the college going plans of students who graduated from Missouri high schools in 1962. For all of the students, except the high ability males, the chances of attending college went up as family financial power increased. High ability males tended to go to college regardless of the financial status of their families. Concerning the relationship between "family

financial power" and college going behavior Henry concludes:

Family financial ability is related to college attendance but it would appear that this variable is overrated as a critical factor. Family financial power is so interrelated with other variables . . . that it cannot be considered in isolation from these other variables important for college attendance. (p. 778)

Berdie and Hood (1965) found significant regional differences among the job seeking boys but not the girls in terms of the effect that having more money would have on their plans. About one quarter of the girls in each of the metropolitan, non-farm, and farm regions indicated that they would enroll in college if they had more funds. Among the boys, on the other hand, 11% from the metropolitan areas, 38% from the non-farm regions, and 29% from farms indicated that more money would alter their post-high school plans. In contrast to the above proportions, 45% of the female and 50% of the male "high ability" job seeking students said that they would go to college if given more money. On the basis of the above figures the writers conclude that, "Most of those planning on jobs would seek employment regardless of their financial status (p. 132)." When the job seekers were asked how much more money they would need to continue their education, 50% of the total sample claimed that they would need enough to cover all their expenses. Among the "high ability" group about two thirds of the boys and half of the girls made such a claim.

The following statement made by Berdie in 1954 reflects the current state of knowledge regarding the significance of the economic factor in relation to educational noncontinuance. He writes:

. . . ample evidence exists that many students fail to go to college because they lack funds, but additional evidence suggests that lack of funds in and of itself is not sufficient reason for not going to college and that the relationship between financial resources and college attendance is not a direct one. (p. 18)

On the basis of available evidence it can be concluded that a

considerable number of young people graduating from Canadian and American high schools do not continue with education, either at university or some other post-secondary institution. Across all of the studies reviewed, it seems that the reasons given by students for not enrolling in post-secondary school were, in order of importance, a lack of interest in further education, financial difficulties, an attractive opportunity for employment, a desire for independence, and, especially for females, marriage.

Definite differences appear to exist between noncontinuing and continuing high school graduates in terms of certain personal, family, and school related factors. Noncontinuing students tend to rank relatively lower on measures of ability and achievement and they appear to possess little motivation to pursue higher education in comparison to their continuing counterparts.

In terms of family related factors, a high school graduate's chances of continuing his education at a post-secondary institution are diminished if he has had relatively little parental encouragement to continue, if his parents are relatively low on the educational and occupational scale, and if he was raised in a rural as opposed to an urban area.

With regard to school related factors, the probability of a high school graduate's not continuing at the post-secondary level is increased if he did not follow a college preparatory program, if he was relatively less satisfied with his high school experience, if he participated relatively little in extra-curricular activities, and if most of his friends did not continue. Furthermore, the guidance received by a student, whether adequate or inadequate, seemed to have considerable

influence in determining whether or not a student continued his education following graduation.

Finally, it appears that the economic factor was in many instances influential and, in some cases, decisive, in determining whether or not an individual attended post-secondary school. At the same time, it seems that this factor is so inter-related with other variables that its unique contribution to noncontinuation is difficult to establish.

CHAPTER III

RESEARCH DESIGN

A. SAMPLING AND PROCEDURE

Since there was no record of what students did following graduation in June of 1967, the first and very necessary step in the study was to determine what were the various routes taken by students after leaving high school.

Because neither the time nor the resources were available to study all Alberta students who graduated in a given year, a sample consisting of 1011 individuals (the Designated Sample) was drawn from a total of 15,171 names on the "1967 Diploma List" compiled by the Department of Education. To obtain the sample, every fifteenth name was selected from this alphabetized list. It was believed that a sample drawn in this manner would be essentially representative of the total number of students who graduated from high school in Alberta in June of 1967.

All of those included in the sample, in June of 1967, succeeded in meeting the minimum requirements for a high school diploma. These requirements, as stipulated by the Department of Education, were as follows:

- a) English: at least 15 credits (including 5 in English 10 and 5 in English 30 or 33)
- b) Social Studies: at least 10 credits (including 5 in Social Studies 10)
- c) Physical Education 10: at least 2 credits
- d) Other credits to make a total of 100 credits including:
 - i credit in at least one mathematics course
 - ii credit in at least one science course
 - iii credit in at least two Grade XII subjects in addition to English 30 or 33

(An approved course offered for 15 credits or more in Grade XII was accepted as an equivalent of two Grade XII courses.)

While all of those included in this sample had at least met the above minimum requirements, a substantial number had met the relatively higher and more rigid standards of matriculation programs. Consequently, the entire sample was academically qualified to enter one of the various post-secondary institutions in this province following graduation in June of 1967.

Collection of Data

In January of 1969, the total sample of 1011 just described was sent a letter soliciting their participation in the study and a brief return mail card asking them to indicate what they did with regard to continuing their education following high school graduation. (see Appendix B) The letter and card were sent to the home address provided on the diploma list and a "Please Forward" stamp was placed on the envelopes to increase the likelihood of a student's receiving the mail if he was no longer living at home. Moreover, each letter was signed by Dr. Donald C. Fair, Research Director, in the hope that maximum participation in the study would be assured. Each individual was asked to check one of four categories listed on the card. These categories were, "I continued my education at the post-high school level in September of 1967", "I continued my education at the post-high school level after staying out of school for some time", and "I have not continued with education at the post-high school level since high school graduation." The fourth category could be checked by those people who did not belong in the first three. It was decided that the term "post-high school" would probably be more meaningful to most people than the term "post-secondary".

In addition to checking off the category into which he fell, each member in the sample was asked to indicate the institution he attended if he had continued, the institution he attended and the date of registration if he had interrupted his education, and his current activity if he had not continued.

Finally, each individual in the total group was asked to state his current mailing address and his telephone number so that the follow-up stage of the study could be carried out.

Of the 1011 cards sent out, 65.3% were returned. In terms of the four categories that could possibly be checked on the card, 23.0% indicated that they had not continued their education at the post-secondary level, 9.9% said they had continued after an interruption, 58.8% indicated that they had continued, and 8.3% reported that they did not fall into any one of the first three categories (see Table 2).

It must be kept in mind when interpreting the results of the study that completed cards were not received from 351 or 34.8% of the individuals included in the original designated sample of 1011. There was no way at the disposal of the writer to determine what the composition of this non-responding group was. It cannot necessarily be assumed that the people in this group were of the same makeup as those individuals who did return the cards. Therefore, some non-response bias may have been introduced.

In mid-March, each member of the noncontinuing and interrupting groups were sent follow up questionnaires (to be subsequently described) to elicit information about the reasons why they decided to do what they did following graduation and the factors related to their respective decisions. (see Appendix A) Once again the questionnaires were accompanied

TABLE 1

BREAKDOWN OF RETURNED AND UNRETURNED CARDS
FOR THE TOTAL DESIGNATED SAMPLE

	N	%
Noncontinuing Group	152	15.0
Interrupting Group	65	6.4
Continuing Group	388	38.4
"Other" Category	55	5.4
Address Unknown	35	3.5
Unreturned Cards	316	31.3
Totals	1011	100.0%

TABLE 2

BREAKDOWN OF THE TOTAL NUMBER OF CARDS RETURNED
ACCORDING TO THE FOUR CATEGORIES ON THE CARD

	N	%
Noncontinuing Group	152	23.0
Interrupting Group	65	9.9
Continuing Group	388	58.8
"Other" Category	55	8.3
Totals	660*	100.0%

*This total represents 65.3% of the 1011 cards initially sent out.

by a letter requesting continued cooperation. This letter was also signed by Dr. Fair to help assure further cooperation. From the total of 388 continuing students a sub-sample of 151, approximately equal to the number in the noncontinuing group, was drawn. (To obtain this sub-sample the total number of cards was thoroughly shuffled, following which every third card was drawn until the total of 151 was reached. It is believed that this procedure resulted in an essentially representative sub-sample of continuing students.) All those in the sub-sample were also sent a questionnaire (see Appendix A) containing many questions common to those asked the noncontinuing and interrupting groups. Having questionnaire items that were common to all three groups made it possible to compare the groups.

Those individuals who, by early April, had not returned their questionnaires were contacted by intermittent telephone calls if they lived in Edmonton and by a letter if they resided outside the city to encourage them to fill in and return them.

Of a total of 368 questionnaires sent out, 320 or 86.9% were returned. Of the noncontinuing students 80.9% returned their questionnaires, as compared with 89.2% of the interrupting and 92.1% of the continuing groups. (see Table 3)

It was not surprising that the percentages of returns among these three groups were very high, since all members of these groups had made a prior commitment to the study when they filled in and returned the cards. Once again, the fact that 13.1% of the total group did not return their questionnaires should be considered in the interpretation of results.

TABLE 3

PERCENTAGES OF RETURNED AND UNRETURNED QUESTIONNAIRES
AMONG THE NONCONTINUING, INTERRUPTING,
AND CONTINUING GROUPS

	Noncontinuing		Interrupting		Continuing		Total	
	N	%	N	%	N	%	N	%
Questionnaires Returned	123	80.9	58	89.2	139	92.1	320	86.9
Questionnaires Unreturned	26	17.1	6	9.2	8	5.3	40	10.9
Address Unknown	3	2.0	1	1.6	4	2.6	8	2.2
Totals	152	100.0	65	100.0	151	100.0	368	100.0

TABLE 4

BREAKDOWN OF THE TOTAL NUMBER OF QUESTIONNAIRES
RETURNED IN TERMS OF THE THREE GROUPS IN THE ANALYZED SAMPLE

	N	%
Noncontinuing Group	123	38.4
Interrupting Group	58	18.1
Continuing Group	139	43.5
Totals	320	100.0

B. THE QUESTIONNAIRES

The three questionnaires developed for the purposes of the study are presented in Appendix A. They were designed to gather information relative to the reasons why students do not continue with education at the post-secondary level and, furthermore, to determine the personal, family, and school related factors in terms of which noncontinuing students and students who interrupt their education might possibly differ from those who do continue.

Most of the items in the questionnaires were suggested by the work done by other researchers and four of them were taken directly from questionnaires used in other studies. The items relating to the educational level of the mother and father were taken from a questionnaire used by Fair in 1966, occupation of the father was determined by using an item constructed by Berdie in 1950, and the item relating to the effect of a scholarship on a student's plans was taken largely from a questionnaire used by Stice et. al. in 1956.

Initial, general revisions of the questionnaires were made as a result of careful discussion of them between the writer and the research director, Dr. Donald C. Fair. The questionnaires were then administered to a small sample of students who fell into each of the three categories. These preliminary administrations of the questionnaires afforded an opportunity to determine the approximate time needed by the average student to complete them and, more importantly, such "dry runs" permitted structural flaws in the various items to be detected and corrected before they were sent out to the sample used in the study.

C. THE ANALYSIS OF THE DATA

Basically, the results of the study are reported in terms of the numbers and percentages of individuals in the noncontinuing, interrupting, and continuing groups responding in certain ways to particular items on the questionnaires. Since most of the questions were common to either two or all three of the groups, the chi-square test was used, where desirable, to determine whether or not significant differences existed between the distributions of the groups' responses to the common items (i.e. to determine if a particular factor was related to group membership).

In addition to total group comparisons, comparisons of responses are made within and between the three groups, where possible, in terms of the following sub-groups: males, females, large city students, small city and town students, rural students, large city males, small city and town males, rural males, large city females, small city and town females, and rural females.

In reporting results, comparisons of responses among the noncontinuing, interrupting, and continuing students are made in terms of all the following: the total groups, males, females, large city students, small city and town students, and rural students. Results for these categories within the three groups are reported regardless of chi-square values. The distributions of the responses of the remaining sub-groups are reported only if they were significantly different at the .05 level of significance. If the distributions of the noncontinuing, interrupting, and continuing students differed in terms of all the sub-groups, only the first six of the subgroups are reported. On the other hand, in some instances where significant differences existed for all

but a few or only one of the subgroups, the distributions of the subgroups that were not significantly different are presented. The study was concerned not only with differences that exist between noncontinuing, interrupting, and continuing students but also with the ways in which the total groups, or certain subgroups within the total groups, were similar.

CHAPTER IV

RESULTS OF THE STUDY

A. Magnitude of Noncontinuance

On the basis of the information gathered in this study, it would appear that a substantially large number of qualified young people in Alberta do not continue their education at a post-secondary institution following high school graduation. As can be seen in Table 2, 23% of the individuals who participated in the study indicated that they had not continued with their education at the post-secondary level. The percentages of students who either continued at a post-secondary institution immediately following graduation or continued after an initial delay were 58.8% and 9.9% respectively. Slightly more than 8% fell into the "other" category previously defined.

B. Occupational Status of Noncontinuing Students

The current occupations of noncontinuing high school graduates were categorized according to the scale used by Berdie (1954). Table 5 shows the proportions of noncontinuing students falling into each of the occupational status levels.

In terms of noncontinuing males, 25.9% were in the "Factory worker" class, 22.2% were in the "Office worker" class, 13.0% were in the "Skilled tradesman" class, and 7.4% fell into "Owns or manages business". A considerable number of the "Office worker" class went to work in banks and may have received on-the-job training there.

TABLE 5

OCCUPATIONAL STATUS OF THE NONCONTINUING STUDENTS

Occupational Status	Male		Female		Total	
	N	%	N	%	N	%
Professional (lawyer, doctor, banker, teacher, minister, dentist, etc.)	-	-	-	-	-	-
Owns or manages business (store, gas station or garage, etc.)	4	7.4	0	0.0	4	2.6
Office worker (bookkeeper, cashier, postal clerk, etc.)	12	22.2	61	62.0	73	48.0
Sales (insurance, real estate, retail store, etc.)	3	5.6	2	2.0	5	3.3
Owns or manages farm	1	1.8	0	0.0	1	0.7
Skilled tradesman (carpenter, electrician, machinist, etc.)	7	13.0	6	6.1	13	8.6
Factory worker (laborer, farm laborer, janitor)	14	25.9	0	0.0	14	9.2
Housewife	0	0.0	11	11.2	11	7.2
Unemployed	3	5.6	3	3.1	6	3.9
Did not say or omitted	7	13.0	12	12.2	19	12.5
Other	3	5.6	3	3.1	6	3.9
Totals	54	100.0	98	100.0	152	100.0

Among the females, a not surprisingly large proportion, 62.2%, fell into the "Office worker" category. As was the case with the males, a large number of girls went into banking. Slightly more than 11% of the females were full time mothers or housewives and 6.1% fell into the "Skilled tradesman" category. Included in the latter class were such occupations as "technical assistant" and "key punch operator".

For the total group, the classes into which the largest proportions of students fell were "Office worker" (48.0%), "Factory worker" (9.2%), "Skilled tradesman" (8.6%), and "Housewife" (7.2%).

C. Post-Secondary Institutions Attended By Students Who Interrupted Their Education

The institutions attended by students who interrupted their education are indicated in Table 6. Among the males who delayed entry into post-secondary school, 51.4% eventually entered a vocational or technical institute, 40.0% a university, 5.7% a junior college, and 2.9% a business school.

In terms of the females in this group, 43.3% attended a university, 23.3% a junior college, 16.7% a vocational or technical institute, 13.3% a school of nursing, and 3.3% a business school.

For the group as a whole, 41.5% went to a university, 35.4% to a vocational or technical institute, 13.8% to a junior college, 6.2% to a school of nursing, and 3.1% to a business school. None of the students indicated entry into an apprenticeship program. However, some individuals, while they may in fact be in an apprenticeship program, could have indicated vocational or technical institute because they attend such an institution for a few months each year.

TABLE 6

POST-SECONDARY INSTITUTIONS ATTENDED BY STUDENTS
WHO INTERRUPTED THEIR EDUCATION

Institution	Male		Female		Total	
	N	%	N	%	N	%
University	14	40.0	13	43.3	27	41.5
Junior College	2	5.7	7	23.3	9	13.8
Vocational or Technical Institute	18	51.4	5	16.7	23	35.4
School of Nursing	0	0.0	4	13.3	4	6.2
Business School	1	2.9	1	3.3	2	3.1
Apprenticeship	-	-	-	-	-	-
Other	-	-	-	-	-	-
Totals	35	100.0	30	100.0	65	100.0

D. Post-Secondary Institutions Attended By Students Who Continued Their Education

The institutions attended by students who continued their education immediately following high school graduation are shown in Table 7.

While 60.8% of the continuing males attended a university, only 48.3% of the females did so. This is not surprising, however, since a considerable number of females went into a school of nursing (17.4%) or a business school (10.6%). None of the males entered a nursing program and only 1.6% enrolled in a business school. Slightly more than 9% of the males entered a junior college, as compared with 12.1% of the females. Furthermore, 18.8% of the males entered a vocational or technical institute, as compared with 11.1% of the females. Just over 7% of the males and less than one per cent of the females entered an apprenticeship program.

In terms of the total group of continuing students, 54.1% attended a university, 14.7% a vocational or technical institute, 10.8% a junior college, 9.2% a school of nursing, and 6.4% a business school. Close to 4% went into an apprenticeship program and one per cent went into another type of institution -- namely, military college.

These proportions for males, females, and the total group are not notably discrepant with those found among continuing students who were included in the "Analyzed sample" of continuing students.

E. Reasons Given By Noncontinuing Students For Not Entering A Post-Secondary Institution Following High School Graduation

For the males, the reasons most often given as the main reason for not continuing with education at the post-secondary level were, in

TABLE 7

POST-SECONDARY INSTITUTIONS ATTENDED BY THE TOTAL NUMBER OF CONTINUING STUDENTS
AND THE ANALYZED SAMPLE OF CONTINUING STUDENTS

Institution	Total Number						Analyzed Sample					
	Male			Female			Male			Female		
	N	%	N	N	%	Total	N	%	N	%	N	%
University	110	60.8	100	48.3	210	54.1	39	62.9	42	54.5	81	58.3
Junior College	17	9.4	25	12.1	42	10.8	6	9.7	5	6.5	11	7.9
Vocational or Technical Institute	34	18.8	23	11.1	57	14.7	10	16.1	11	14.3	21	15.1
School of Nursing	0	0.0	36	17.4	36	9.2	0	0.0	12	15.6	12	8.6
Business School	3	1.6	22	10.6	25	6.4	2	3.2	6	7.8	8	5.8
Apprenticeship	13	7.2	1	0.5	14	3.6	3	4.8	1	1.3	4	2.9
Other	4	2.2	0	0.0	4	1.0	2	3.2	0	0.0	2	1.4
Totals	181	100.0	207	100.0	388	100.0	62	100.0	77	100.0	139	100.0

order of importance, "Was uncertain about future plans (20.4%)", "Attractive opportunity for employment (18.2%)", "Lack of interest in further education (15.9%)", "Wanted to earn own living to be independent of parents (11.4%)", and "Not enough money to go on (9.1%)". (see Table 8)

Some interesting differences in the kinds of reasons and the relative importance of common reasons are to be found among the girls who did not continue their education. For the females, the reasons most frequently mentioned as the main reason for not continuing were, in order of importance, "Was uncertain about future plans (24.1%)", "Didn't think I had the ability to go on (17.7%)", "Not enough money to go on (10.1%)", "Wanted to earn own living to be independent of parents (10.1%)", "Planned to or did get married (6.3%)", "Wished to complete matriculation requirements for university entrance (6.3%)", and "Lack of interest in further education (6.3%)".

It is noteworthy that approximately equal proportions of males and females gave "Not enough money to go on" as the main reason for not attending a post-secondary institution.

In terms of the total group of noncontinuing students, the reasons most often given as the main reason for not going on were, "Was uncertain about future plans (22.8%)", "Didn't think I had the ability to go on (14.6%)", "Wanted to earn own living to be independent of parents (10.6%)", "Not enough money to go on (9.7%)", "Lack of interest in further education (9.7%)", and "Attractive opportunity for employment (8.9%)".

TABLE 8

REASONS GIVEN BY NONCONTINUING STUDENTS FOR NOT ENTERING A POST-SECONDARY
INSTITUTION FOLLOWING HIGH SCHOOL GRADUATION

REASON	Main Reason						Second Reason						Third Reason					
	Male			Female			Male			Female			Male			Female		
	%			%			%			%			%			%		
	N			N			N			N			N			N		
a Planned to or did get married	0	0.0		5	6.3	4.1	2	4.5	5	6.3	7	5.7	2	4.5	6	7.6	8	6.5
b Poor health	-	-		-	-	-	0	0.0	1	1.3	1	.8	-	-	-	-	-	-
c Illness in family	0	0.0		1	1.3	.8	-	-	-	-	-	-	-	-	-	-	-	-
d Not enough money to go on	4	9.1		8	10.1	9.7	5	11.4	11	13.9	16	13.0	3	6.8	12	15.2	15	12.2
e Lack of interest in further education	7	15.9		5	6.3	9.7	5	11.4	6	7.6	11	8.9	2	4.5	12	15.2	14	11.4
f Wanted to earn own living to be independent of parents	5	11.4		8	10.1	10.6	4	9.1	5	6.3	9	7.3	6	13.6	10	12.6	16	13.0
g Wished to complete matriculation requirements (for University entrance)	0	0.0		5	6.3	4.1	1	2.3	1	1.3	2	1.6	3	6.8	0	0.0	3	2.4
h Parents did not wish me to continue	-	-		-	-	-	1	2.3	0	0.0	1	.8	0	0.0	1	1.3	1	.8
i Attractive opportunity for employment	8	18.2		3	3.8	8.9	6	13.6	11	13.9	17	13.8	5	11.4	4	5.1	9	7.3
j Didn't think I had the ability to go on	4	9.1		14	17.7	14.6	4	9.1	13	16.4	17	13.8	3	6.8	5	6.3	8	6.5
k Most of my friends did not continue	-	-		-	-	-	-	-	-	-	-	-	0	0.0	1	1.3	1	.8
l Was uncertain about future plans	9	20.4		19	24.1	22.8	6	13.6	3	3.8	9	7.3	5	11.4	7	8.9	12	9.8
m Other	7	15.9		6	7.6	10.6	-	-	-	-	-	-	1	2.3	3	3.8	4	3.3
n Omit*	0	0.0		5	6.3	4.1	10	22.7	23	29.1	33	26.8	14	31.8	18	22.8	32	26.0
Totals	44	100.0		79	100.0	100.0	44	100.0	79	100.0	123	100.0	44	100.0	79	100.0	123	100.0

*Included under "omit" are those who did not state any reason for not continuing and those who gave only one or two reasons for not continuing.

About 11% of the total number of noncontinuing graduates indicated an "other" main reason for not pursuing education at the post-secondary level. Just over half of these "other" main reasons revolved around not having the proper courses to enter a particular program or institution. There was very little commonality among the "other" main reasons given by the remainder of the students.

F. Reasons For Interrupting Given By Students Who Delayed Entry Into A Post-Secondary Institution

Among the males in the interrupting group, the reasons given as the main reason for delaying entry into a post-secondary institution were, in order of importance, "Was uncertain about future plans (30.0%)", "Wished to complete matriculation requirements for university entrance (26.7%)", "Not enough money to go on (10.0%)", and "Attractive opportunity for employment (6.7%)". (see Table 9)

As was the case with the noncontinuing students, differences existed between males and females in the order of the reasons given and the proportions of people indicating them. For the girls, the main reasons given for interrupting their education were, "Wished to complete matriculation requirements for university entrance (39.3%)", "Was uncertain about future plans (25.0%)", and "Not enough money to go on (21.4%)". It can be seen that a considerably larger proportion of girls than boys stayed out of school to acquire matriculation requirements for university entrance and that, even though "Not enough money to go on" ranked third for both males and females, proportionately twice as many girls as boys gave this reason as the main reason for interrupting their education.

In terms of the total group of interrupting students, the main

TABLE 9

REASONS FOR INTERRUPTING GIVEN BY STUDENTS WHO DELAYED ENTRY INTO
A POST-SECONDARY INSTITUTION

REASON	Main Reason						Second Reason						Third Reason					
	Male		Female		Total		Male		Female		Total		Male		Female		Total	
	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%
a Planned to or did get married	0	0.0	1	3.6	1	1.7	-	-	-	-	-	-	0	0.0	1	3.6	1	1.7
b Poor health	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
c Illness in family	-	-	-	-	-	-	-	-	-	-	-	-	1	3.3	0	0.0	1	1.7
d Not enough money to go on	3	10.0	6	21.4	9	15.5	3	10.0	7	25.0	10	17.2	4	13.3	0	0.0	4	6.9
e Lack of interest in further education	-	-	-	-	-	-	5	16.7	2	7.1	7	12.1	2	6.7	4	14.3	6	10.3
f Wanted to earn own living to be independent of parents	1	3.3	1	3.6	2	3.4	2	6.7	3	10.7	5	8.6	3	10.0	3	10.7	6	10.3
g Wished to complete matriculation requirements (for University entrance)	8	26.7	11	39.3	19	32.8	2	6.7	1	3.6	3	5.2	0	0.0	1	3.6	1	1.7
h Parents did not wish me to continue	1	3.3	0	0.0	1	1.7	-	-	-	-	-	-	0	0.0	2	7.1	2	3.4
i Attractive opportunity for employment	2	6.7	0	0.0	2	3.4	1	3.3	0	0.0	1	1.7	0	0.0	1	3.6	1	1.7
j Didn't think I had the ability to go on	1	3.3	1	3.6	2	3.4	-	-	-	-	-	-	2	6.7	0	0.0	2	3.4
k Most of my friends did not continue	-	-	-	-	-	-	0	0.0	1	3.6	1	1.7	-	-	-	-	-	-
l Was uncertain about future plans	9	30.0	7	25.0	16	27.6	5	16.7	6	21.4	11	19.1	3	10.0	6	21.4	9	15.5
m Other	3	10.0	0	0.0	3	5.2	2	6.7	1	3.6	3	5.2	1	3.3	0	0.0	1	1.7
n Omit*	2	6.7	1	3.6	3	5.2	10	33.3	7	25.0	17	29.3	14	46.7	10	35.7	24	41.4
Totals	30	100.0	28	100.0	58	100.0	30	100.0	28	100.0	58	100.0	30	100.0	28	100.0	58	100.0

*Included under "omit" are those who did not state any reason for not continuing and those who gave only one or two reasons for not continuing.

reasons most frequently given for delaying attendance at a post-secondary school were, "Wished to complete matriculation requirements for university entrance (32.8%)", "Was uncertain about future plans (27.6%)", and "Not enough money to go on (15.5%)". "Uncertainty about future plans" among the males, females, and the total group seems to be a very important factor in the decision to delay attendance at a post-secondary institution. In terms of the total group interrupting students, 27.6%, 19.1%, and 15.5% gave "Was uncertain about future plans" as the first, second, and third reasons respectively for interrupting their education.

The most common of the "other" reasons given by this group for delaying entry into a post-secondary institution had to do with the need felt by an individual to become relatively more mature before pursuing higher education. Once again, this reason was not given frequently enough (4 students or 6.9% of the total group) to displace any of the other reasons cited above as the main reason for the interruption of education.

G. Factors Associated With Noncontinuance

1. Personal Factors

Age

The age distributions of students in the total noncontinuing, interrupting, and continuing groups and the subgroups within the total groups are shown in Tables 10 and 11.

Although the differences in the average ages of individuals in the three groups are small, there appears to be a consistent tendency for students who continued or interrupted their education to be slightly younger than noncontinuing students. The average age of noncontinuing students was 17.9 years, as compared with 17.6 years and

TABLE 10

AGE OF NONCONTINUING, INTERRUPTING, AND CONTINUING STUDENTS AT TIME OF GRADUATION FROM
HIGH SCHOOL (TOTAL GROUPS, MALES, AND FEMALES)

	Total Groups						Males						Females					
	Noncon- tinuing		Interrupt- ing		Contin- uing		Noncon- tinuing		Interrupt- ing		Contin- uing		Noncon- tinuing		Interrupt- ing		Contin- uing	
	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%
Fifteen	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—
Sixteen	3	2.5	4	6.9	7	5.0	1	2.3	2	6.7	1	1.6	2	2.5	2	7.1	6	7.8
Seventeen	35	28.7	19	32.8	68	48.9	11	25.6	8	26.7	30	48.4	24	30.4	11	39.3	38	49.4
Eighteen	62	50.8	31	53.4	48	34.5	19	44.2	17	56.7	21	33.9	43	54.4	14	50.0	27	35.1
Nineteen	13	10.7	3	5.2	11	7.9	5	11.6	2	6.7	6	9.7	8	10.1	1	3.6	5	6.5
Twenty	7	5.7	1	1.7	4	2.9	5	11.6	1	3.3	3	4.8	2	2.5	0	0.0	1	1.3
Over twenty	2	1.6	0	0.0	1	0.7	2	4.7	0	0.0	1	1.6	—	—	—	—	—	—
Totals	122	100.0	58	100.0	139	100.0	43	100.0	30	100.0	62	100.0	79	100.0	28	100.0	77	100.0
Average Age	17.9		17.6		17.5		18.0		17.7		17.7		17.8		17.5		17.4	
	$\chi^2=19.71$		10d.f.		p=.032		$\chi^2=13.76$		10d.f.		p=.184		$\chi^2=11.32$		8d.f.		p=.183	

TABLE 11

AGE OF NONCONTINUING, INTERRUPTING, AND CONTINUING STUDENTS AT TIME OF GRADUATION FROM
HIGH SCHOOL (LARGE CITY, SMALL CITY AND TOWN, AND RURAL)

	Large City						Small City and Town						Rural					
	Noncontin-		Interrupt-		Contin-		Noncontin-		Interrupt-		Contin-		Noncontin-		Interrupt-		Contin-	
	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%
Fifteen	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Sixteen	3	3.8	3	10.0	5	6.9	0	0.0	0	0.0	1	2.3	0	0.0	1	7.1	1	4.3
Seventeen	19	24.4	8	26.7	35	48.6	6	23.1	6	42.9	22	50.0	10	55.6	5	35.7	11	47.8
Eighteen	42	53.8	15	50.0	26	36.1	13	50.0	8	57.1	14	31.8	7	38.9	8	57.1	8	34.8
Nineteen	8	10.3	3	10.0	4	5.6	4	15.4	0	0.0	5	11.4	1	5.6	0	0.0	2	8.7
Twenty	5	6.4	1	3.3	1	1.4	2	7.7	0	0.0	2	4.5	0	0.0	0	0.0	1	4.3
Over Twenty	1	1.3	0	0.0	1	1.4	1	3.8	0	0.0	0	0.0	-	-	-	-	-	-
Totals	78	100.0	30	100.0	72	100.0	26	100.0	14	100.0	44	100.0	18	100.0	14	100.0	23	100.0
Average Age	17.9		17.7		17.5		18.1		17.6		17.7		17.5		17.5		17.6	
$\chi^2=15.14$ 10d.f. $p=.126$ $\chi^2=11.53$ 10d.f. $p=.317$ $\chi^2=5.51$ 8d.f. $p=.701$																		

17.5 years for the interrupting and continuing students respectively.

While only the age distributions of the total groups were significantly different at the .05 level, the pattern that was established in these distributions tended not to change appreciably in the subgroups. The only exception was the rural subgroup, in which the proportion of noncontinuing students aged 16 or 17 exceeded those of both the interrupting and continuing students. However, the number of rural students was relatively small and, consequently, this subgroup may very well not be representative of all rural graduates.

The conclusion that the interrupting and continuing students tended to be younger than those who did not continue is well illustrated by the proportions in these three groups falling into either the age sixteen or seventeen category. Of the total number of noncontinuing students, 31.2% were either 16 or 17 years of age, as compared with 39.7% of the interrupting and 53.9% of the continuing groups. These proportions tended to remain constant for the males and females in the three groups.

Sex

The sex distributions of the noncontinuing, interrupting, and continuing graduates are reported in Table 12. The total noncontinuing group consisted of 35.8% males and 64.2% females, the total interrupting group consisted of 51.7% males and 48.3% females, and the total continuing group consisted of 44.6% males and 55.4% females. Although the sex distributions of the total groups were not significantly different at the .05 level ($P=.10$), they do suggest that relatively fewer males than females elect not to continue their education, that relatively more males than females interrupt their education, and that

TABLE 12

SEX DISTRIBUTIONS OF THE NONCONTINUING, INTERRUPTING,
AND CONTINUING GROUPS

	Total Groups						Large Cities						Small Cities and Towns						Rural					
	Noncon- tinuing		Inter- rupting		Contin- uing		Noncon- tinuing		Inter- rupting		Contin- uing		Noncon- tinuing		Inter- rupting		Contin- uing		Noncon- tinuing		Inter- rupting		Contin- uing	
	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%
Male	44	35.8	30	51.7	62	44.6	27	34.6	21	70.0	31	43.1	9	33.3	4	28.6	19	43.2	8	44.4	5	35.7	12	52.2
Female	79	64.2	28	48.3	77	55.4	51	65.4	9	30.0	41	56.9	18	66.7	10	71.4	25	56.8	10	55.6	9	64.3	11	47.8
Totals	123	100.0	58	100.0	139	100.0	78	100.0	30	100.0	72	100.0	27	100.0	14	100.0	44	100.0	18	100.0	14	100.0	23	100.0
$\chi^2=4.54$ 2d.f. p=.102						$\chi^2=11.05$ 2d.f. p=.003						$\chi^2=1.27$ 2d.f. p=.527						$\chi^2=.96$ 2d.f. p=.618						

relatively fewer males than females continue their education following high school graduation.

The sex distributions of large city students within the three groups were significantly different at the .003 level of significance. The differences were in the same direction as those in the total groups but much more pronounced. The noncontinuing, interrupting, and continuing large city groups were composed of 34.6% males, 70.0% males, and 43.1% males respectively. While the sex distributions of the noncontinuing and continuing students in this subgroup are essentially the same as those found in the total groups, it would seem that considerably more males than females from large cities decide to stay out of school for some time before attending a post-secondary institution.

It is interesting to note that proportionately many more girls than boys from small city and town and rural home locations delayed entry into a post-secondary institution. Over two thirds of the small city and town girls and 64.3% of the girls from rural areas interrupted their education. It should be kept in mind, however, that these proportions are based on relatively small numbers of students.

Marriage

In the entire analyzed sample of 320, only one individual checked off "married" on the marital status item. This student was a noncontinuing large city male. All the remaining students in the noncontinuing, interrupting, and continuing groups reported that they were single at the time of high school graduation.

Answers given by noncontinuing and interrupting graduates to the question, "Did marriage or the prospect of marriage influence your decision not to continue your education immediately after high school?"

TABLE 13

RESPONSES OF NONCONTINUING AND INTERRUPTING STUDENTS TO: DID MARRIAGE OR THE PROSPECT OF MARRIAGE INFLUENCE YOUR DECISION NOT TO CONTINUE YOUR EDUCATION IMMEDIATELY AFTER HIGH SCHOOL? (TOTAL GROUPS, MALES, AND FEMALES)

	Total Groups				Males				Females			
	Noncontinuing		Interrupting		Noncontinuing		Interrupting		Noncontinuing		Interrupting	
	N	%	N	%	N	%	N	%	N	%	N	%
Yes	16	13.0	4	7.1	2	4.5	1	3.4	14	17.7	3	11.1
No	107	87.0	52	92.9	42	95.5	28	96.6	65	82.3	24	88.9
Totals	123	100.0	56	100.0	46	100.0	29	100.0	79	100.0	27	100.0
	$X^2=1.33$ 1d.f. p=.248				$X^2=.13$ 1d.f. p=.710 corrected for continuity				$X^2=.25$ 1d.f. p=.614 corrected for continuity			

TABLE 14

RESPONSES OF NONCONTINUING AND INTERRUPTING STUDENTS TO: DID MARRIAGE OR THE PROSPECT OF MARRIAGE INFLUENCE YOUR DECISION NOT TO CONTINUE YOUR EDUCATION IMMEDIATELY AFTER HIGH SCHOOL? (LARGE CITY, SMALL CITY AND TOWN, AND RURAL)

	Large City				Small City and Town				Rural			
	Noncontinuing		Interrupting		Noncontinuing		Interrupting		Noncontinuing		Interrupting	
	N	%	N	%	N	%	N	%	N	%	N	%
Yes	9	11.5	1	3.4	5	18.5	2	14.3	2	11.1	1	7.7
No	69	88.5	28	96.6	22	81.5	12	85.7	16	88.9	12	92.3
Totals	78	100.0	29	100.0	27	100.0	14	100.0	18	100.0	13	100.0
	$\chi^2=.81$ 1d.f. $p=.365$ corrected for continuity				$\chi^2=.009$ 1d.f. $p=.923$ corrected for continuity				$\chi^2=.08$ 1d.f. $p=.765$ corrected for continuity			

provided much more useful information regarding the basic influence of the marriage factor. The distributions of the two groups' responses to this question are given in Tables 13 to 16.

Of the total number of noncontinuing students, 13.0% indicated that marriage or the prospect of marriage had influenced their decision. The corresponding proportion for students who interrupted their education was 7.1%. As can be seen in the tables, the marriage factor was not significantly related to membership in the noncontinuing and interrupting groups. In other words, this factor did not serve adequately to differentiate students who did not continue their education from those who interrupted their education.

Probably one of the most pertinent comparisons that can be made is between the differential effects of marriage or the prospect of marriage on the plans of males and females within the two groups. In general, the decisions of girls not to continue their education tended to be much more influenced by marriage or the prospect of marriage. Almost 18% of the noncontinuing females answered that this factor had influenced their plans, while only 4.5% of the noncontinuing males said that it had influenced their decision. The corresponding percentages for the interrupting group were 11.1% and 3.4%.

Some interesting, though not statistically significant, differences occurred among noncontinuing and interrupting females from large city and rural home locations. While 15.7% of the noncontinuing large city females said that marriage had influenced their decision, none of the interrupting girls said that it had. In terms of rural females, 20.0% of the noncontinuing, as opposed to 11.1% of those who interrupted their education, indicated that marriage or the prospect of marriage had

affected their plans. It must be kept in mind in interpreting these results that the number of girls who interrupted their education was quite small.

High School Average

Highly significant differences were found between noncontinuing, interrupting, and continuing students in terms of these groups' averages on Grade XII Departmental Examinations. Differences in the achievement distributions for the three groups were significant for the total groups, males, females, total large city students, large city males, and large city females. While the achievement distributions of the remaining subgroups were not significantly different, they did tend to follow the general pattern of the significantly different distributions.

As can be discerned from Tables 17 to 19, the noncontinuing and interrupting graduates differed quite strikingly from graduates who continued their education in terms of their high school averages. While only 32.0% of the noncontinuing students and 27.6% of the interrupting students had high school averages of 65% or better, almost 60% of the continuing students had such an average. The majority of noncontinuing and interrupting individuals had averages between 50% and 64%. In terms of the males within the three groups, 29.5% of the noncontinuing boys, 33.3% of the interrupting boys, and 54.8% of the continuing boys had averages of 65% or higher. The corresponding percentages for the girls were 33.3%, 21.4%, and 62.4% respectively.

It seems, then, that two conclusions can be made with regard to the achievement levels of noncontinuing, interrupting, and continuing graduates in this study. In the first place, noncontinuing students and students who delay entry into a post-secondary institution tend to closely

TABLE 17

HIGH SCHOOL AVERAGES OF NONCONTINUING, INTERRUPTING, AND CONTINUING STUDENTS
(TOTAL GROUPS, MALES, AND FEMALES)

	Total Groups						Males						Females					
	Noncon- tinuing		Interrupt- ing		Continu- ing		Noncon- tinuing		Interrupt- ing		Continu- ing		Noncon- tinuing		Interrupt- ing		Continu- ing	
	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%
40-49% (C)	7	5.7	2	3.4	2	1.4	5	11.4	1	3.3	1	1.6	2	2.6	1	3.6	1	1.3
50-64% (B)	76	62.3	40	69.0	55	39.6	26	59.1	19	63.3	27	43.5	50	64.1	21	75.0	28	36.4
65-79% (A)	35	28.7	15	25.9	63	45.3	13	29.5	9	30.0	25	40.3	22	28.2	6	21.4	38	49.4
80% or over (H)	4	3.3	1	1.7	19	13.7	0	0.0	1	3.3	9	14.5	4	5.1	0	0.0	10	13.0
Totals	122	100.0	58	100.0	139	100.0	44	100.0	30	100.0	62	100.0	78	100.0	28	100.0	77	100.0
	$X^2 = 32.26$		6 d.f.		p = .000		$X^2 = 16.27$		6 d.f.		p = .012		$X^2 = 21.18$		6 d.f.		p = .001	

TABLE 18

HIGH SCHOOL AVERAGES OF NONCONTINUING, INTERRUPTING, AND CONTINUING STUDENTS
(LARGE CITY, SMALL CITY AND TOWN, AND RURAL)

	Large City						Small City and Town						Rural					
	Noncon- tinuing		Interrupt- ing		Continu- ing		Noncon- tinuing		Interrupt- ing		Continu- ing		Noncon- tinuing		Interrupt- ing		Continu- ing	
	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%
40-49% (C)	7	9.0	1	3.3	0	0.0	0	0.0	0	0.0	1	2.3	0	0.0	1	7.1	1	4.3
50-64% (B)	51	65.4	20	66.7	33	45.8	16	61.5	9	64.3	15	34.1	9	50.0	11	78.6	7	30.4
65-79% (A)	18	23.1	8	26.7	27	37.5	9	34.6	5	35.7	26	59.1	8	44.4	2	14.3	10	43.5
80% or over (H)	2	2.6	1	3.3	12	16.7	1	3.8	0	0.0	2	4.5	1	5.6	0	0.0	5	21.7
Totals	78	100.0	30	100.0	72	100.0	26	100.0	14	100.0	44	100.0	18	100.0	14	100.0	23	100.0
	$X^2 = 22.60$ 6 d.f. p= .000						$X^2 = 7.65$ 6 d.f. p= .264						$X^2 = 12.26$ 6 d.f. p= .056					

TABLE 19

HIGH SCHOOL AVERAGES OF NONCONTINUING, INTERRUPTING, AND CONTINUING STUDENTS
(LARGE CITY MALES AND LARGE CITY FEMALES)

	Large City Males						Large City Females						
	Noncontinuing		Interrupting		Continuing		Noncontinuing		Interrupting		Continuing		
	N	%	N	%	N	%	N	%	N	%	N	%	
40-49% (C)	5	18.5	0	0.0	0	0.0	2	3.9	1	11.1	0	0.0	
50-64% (B)	16	59.3	14	66.7	18	58.1	35	68.6	6	66.7	15	36.6	
65-79% (A)	6	22.2	6	28.6	7	22.6	12	23.5	2	22.2	20	48.8	
80% or over (H)	0	0.0	1	4.8	6	19.4	2	3.9	0	0.0	6	14.6	
Totals	27	100.0	21	100.0	31	100.0	51	100.0	9	100.0	41	100.0	
$\chi^2 = 16.68$						6 d.f.		$\chi^2 = 16.57$		6 d.f.		$p = .010$	

resemble one another in terms of their high school averages. Secondly, the high school averages of noncontinuing and interrupting students tend to be considerably lower than the averages of those who continue their education.

Motivation to Continue

In this study, noncontinuing, interrupting, and continuing graduates could be clearly differentiated in terms of their responses to the question, "Did you really want to continue your education after high school?" The differences in the response distributions of the three total groups and all of the subgroups, except the rural males and females, were very highly significant. (see Tables 20 to 22) Differences in the response distributions of the rural males and females approached significance.

While about half of the total number of noncontinuing students indicated either that they "Wanted very much to continue" or that they "Felt it would have been good to continue", 82.8% of the interrupting and 90.5% of the continuing students checked these alternatives. On the other hand, 28.7% of the noncontinuing group said that they "Didn't really want to continue" their education after high school, as compared with 1.7% of the interrupting and 2.9% of the continuing students. These proportions tended to remain constant in all of the subgroups.

There were some notable sex differences with regard to the strength of the desire to pursue further education. About one quarter of the noncontinuing, 36.7% of the interrupting, and 48.3% of the continuing males "Wanted very much to continue" their education following high school graduation. The corresponding percentages for the noncontinuing, interrupting, and continuing females were 15.2%, 60.7%, and

TABLE 20

RESPONSES OF NONCONTINUING, INTERRUPTING, AND CONTINUING STUDENTS TO:
DID YOU REALLY WANT TO CONTINUE YOUR EDUCATION AFTER HIGH SCHOOL?
(TOTAL GROUPS, MALES, AND FEMALES)

	Total Groups						Males						Females							
	Noncon- tinuing		Interrupt- ing		Continu- ing		Noncon- tinuing		Interrupt- ing		Continu- ing		Noncon- tinuing		Interrupt- ing		Continu- ing			
	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%		
Wanted very much to continue	22	18.0	28	48.3	83	60.6	10	23.3	11	36.7	29	48.3	12	15.2	17	60.7	54	70.1		
Felt that it would have been good to go on	42	34.4	20	34.5	41	29.9	12	27.9	12	40.0	23	38.3	30	38.0	8	28.6	18	23.4		
Was indifferent	19	15.6	7	12.1	8	5.8	6	14.0	5	16.7	6	10.0	13	16.5	2	7.1	2	2.6		
Didn't really want to continue	35	28.7	1	1.7	4	2.9	12	27.9	1	3.3	2	3.3	23	29.1	0	0.0	2	2.6		
Other	4	3.3	2	3.4	1	0.7	3	7.0	1	3.3	0	0.0	1	1.3	1	3.6	1	1.3		
Totals	122	100.0	58	100.0	137	100.0	43	100.0	30	100.0	60	100.0	79	100.0	28	100.0	77	100.0		
$X^2 = 77.86$ 8 d.f. p= .000							$X^2 = 25.61$ 8 d.f. p= .001							$X^2 = 64.33$ 8 d.f. p= .000						

TABLE 21

RESPONSES OF NONCONTINUING, INTERRUPTING, AND CONTINUING STUDENTS TO:
DID YOU REALLY WANT TO CONTINUE YOUR EDUCATION AFTER HIGH SCHOOL?
(LARGE CITY, SMALL CITY AND TOWN, AND RURAL)

	Large City						Small City and Town						Rural					
	Noncon- tinuing		Interrup- ting		Continu- ing		Noncon- tinuing		Interrup- ting		Continu- ing		Noncon- tinuing		Interrup- ting		Continu- ing	
	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%
Wanted very much to continue	15	19.2	14	46.7	40	56.3	4	14.8	7	50.0	30	68.2	3	17.6	7	50.0	13	59.1
Felt that it would have been good to go on	23	29.5	12	40.0	24	33.8	15	55.6	4	28.6	10	22.7	4	23.5	4	28.6	7	31.8
Was indifferent	13	16.7	2	6.7	5	7.0	2	7.4	3	21.4	2	4.5	4	23.5	2	14.3	1	4.5
Didn't really want to continue	24	30.8	1	3.3	1	1.4	5	18.5	0	0.0	2	4.5	6	35.3	0	0.0	1	4.5
Other	3	3.8	1	3.3	1	1.4	1	3.7	0	0.0	0	0.0	0	0.0	1	7.1	0	0.0
Totals	78	100.0	30	100.0	71	100.0	27	100.0	14	100.0	44	100.0	17	100.0	14	100.0	22	100.0
	$\chi^2 = 44.37$		8 d.f.		p = .000		$\chi^2 = 26.53$		8 d.f.		p = .000		$\chi^2 = 19.01$		8 d.f.		p = .014	

TABLE 22

RESPONSES OF NONCONTINUING, INTERRUPTING, AND CONTINUING STUDENTS TO:
DID YOU REALLY WANT TO CONTINUE YOUR EDUCATION AFTER HIGH SCHOOL?
(RURAL MALES AND RURAL FEMALES)

	Rural Males						Rural Females					
	Noncontinuing		Interrupting		Continuing		Noncontinuing		Interrupting		Continuing	
	N	%	N	%	N	%	N	%	N	%	N	%
Wanted very much to continue	1	14.3	3	60.0	5	45.5	2	20.0	4	44.4	8	72.7
Felt that it would have been good to go on	2	28.6	1	20.0	5	45.5	2	20.0	3	33.3	2	18.2
Was indifferent	1	14.3	1	20.0	1	9.1	3	30.0	1	11.1	0	0.0
Didn't really want to continue	3	42.9	0	0.0	0	0.0	3	30.0	0	0.0	1	9.1
Other	-	-	-	-	-	-	0	0.0	1	11.1	0	0.0
Totals	7	100.0	5	100.0	11	100.0	10	100.0	9	100.0	11	100.0
	$\chi^2 = 9.70$		6 d.f.		p = .137		$\chi^2 = 13.04$		8 d.f.		p = .110	

70.1% respectively. It seems clear that interrupting and continuing girls tended to desire, considerably more than boys in the same groups, entry into a post-secondary institution.

It should be noted that noncontinuing individuals from small cities and towns tended to have more desire than their large city and rural counterparts to pursue further education. Just over 70% of the students from small cities and towns, as opposed to 48.7% and 41.1% of large city and rural students respectively, indicated either that they "Wanted very much to continue" or that they "Felt it would have been good to continue".

In general, then, it would seem that noncontinuing students had much less desire to pursue education beyond high school than did continuing students. Furthermore, with regard to the individuals who interrupted their education, it would appear that this group had considerably more desire than noncontinuing students, and slightly less desire than continuing students, to pursue education beyond the high school level.

Regret Concerning Noncontinuance

As can be seen in Tables 23 and 24, noncontinuing and interrupting students tended to respond quite differently to the question, "Have you ever regretted not continuing your education immediately after high school?" The response distributions of the total groups and the male and large city subgroups were significantly different. Once again, however, the pattern established in these significantly different distributions tended to be maintained throughout the remaining subgroups.

It seems that noncontinuing and interrupting students "Sometimes regret" not having continued their education in about equal

TABLE 23

RESPONSES OF NONCONTINUING AND INTERRUPTING STUDENTS TO: HAVE YOU EVER REGRETTED
NOT CONTINUING YOUR EDUCATION IMMEDIATELY AFTER HIGH
SCHOOL? (TOTAL GROUPS, MALES, AND FEMALES)

	Total Groups				Males				Females			
	Noncontinuing		Interrupting		Noncontinuing		Interrupting		Noncontinuing		Interrupting	
	N	%	N	%	N	%	N	%	N	%	N	%
Often regret	26	21.1	1	1.8	8	18.2	0	0.0	18	22.8	1	3.7
Sometimes regret	48	39.0	22	39.3	17	38.6	9	31.0	31	39.2	13	48.1
Never regretted	48	39.0	30	53.6	19	43.2	18	62.1	29	36.7	12	44.4
Other	1	0.8	3	5.4	0	0.0	2	6.9	1	1.3	1	3.7
Totals	123	100.0	56	100.0	44	100.0	29	100.0	79	100.0	27	100.0
$\chi^2 = 14.98$ 3d.f. p=.001				$\chi^2 = 9.82$ 3d.f. p=.020				$\chi^2 = 5.41$ 3 d.f. p=.143				

TABLE 24

RESPONSES OF NONCONTINUING AND INTERRUPTING STUDENTS TO: HAVE YOU EVER REGRETTED
NOT CONTINUING YOUR EDUCATION IMMEDIATELY AFTER HIGH
SCHOOL? (LARGE CITY, SMALL CITY AND TOWN, AND RURAL)

	Large City				Small City and Town				Rural			
	Noncontinuing		Interrupting		Noncontinuing		Interrupting		Noncontinuing		Interrupting	
	N	%	N	%	N	%	N	%	N	%	N	%
Often regret	16	20.5	0	0.0	7	25.9	1	7.1	3	16.7	0	0.0
Sometimes regret	27	34.6	10	34.5	12	44.4	7	50.0	9	50.0	5	38.5
Never regretted	35	44.9	17	58.6	7	25.9	5	35.7	6	33.3	8	61.5
Other	0	0.0	2	6.9	1	3.7	1	7.1	-	-	-	-
Totals	78	100.0	29	100.0	27	100.0	14	100.0	18	100.0	13	100.0
$\chi^2 = 12.15$ 3d.f. p=.0006				$\chi^2 = 2.25$ 3d.f. p=.521				$\chi^2 = 3.71$ 2 d.f. p=.155				

proportions. For example, 39.0% of the total noncontinuing group and 39.3% of the interrupting group indicated this particular response alternative. The marked difference in the extent of regret experienced by the groups becomes apparent when the proportions indicating "Often regret" and "Never regretted" are compared. While 21.1% of the total group of noncontinuing students said that they "Often regret" not having continued, only 1.8% of the interrupting students checked this response. Almost 20% of the noncontinuing males and 22.8% of the noncontinuing females checked this response. None of the interrupting males and only 3.7% of the interrupting females, on the other hand, said that they "Often regret" not having continued.

The percentages of individuals within both the noncontinuing and the interrupting groups indicating that they had "Never regretted" not continuing their education were notably high. About 40% of the noncontinuing students said that they have "Never regretted" not continuing their education immediately after high school, as compared with 53.6% of the interrupting students. Just over 43% of the noncontinuing boys and 36.7% of the girls said that they have "Never regretted" not continuing. The corresponding percentages for interrupting boys and girls were 62.1% and 44.4% respectively.

It would appear that the noncontinuing students in this study experienced, and perhaps are experiencing, considerably more regret than interrupting students over the decision not to continue with education immediately after high school. At the same time, however, the fact that a great many noncontinuing students have apparently "Never regretted" not continuing their education ought to be kept in mind.

Time of Decision Not to Continue

The last year of high school and the period shortly after graduation are evidently crucial times as far as the decision of a noncontinuing student with regard to post-secondary education is concerned. Of the total number of noncontinuing students, 55.8% indicated that they had decided not to continue their education either in Grade 12 or shortly after graduation. (see Table 25) About two thirds of the noncontinuing boys and half of the noncontinuing girls said that they had made their decision at these times. Grade 12 and shortly thereafter was an especially important time as far as the decisions of rural noncontinuing students were concerned. Two thirds of all rural youth made their decision not to attend post-secondary school during this time.

In terms of the total noncontinuing group, 72.4% made their decision regarding post-secondary education at some time during or shortly after high school.

It is interesting to note that while noncontinuing students tended to make their decision regarding further education near the end of or shortly after high school, continuing students tended to have made up their minds concerning education at the post-secondary level at a much earlier time.* For example, 44.0% of the total number of continuing students had decided that they would continue their education

* The responses of the interrupting and continuing students to the question, "When did you decide to continue your education following high school graduation?" are given in Tables 26 to 28. Reference is made here only to information concerning continuing students since this group can perhaps be most meaningfully compared with noncontinuing students in terms of the time of the decision regarding post-secondary education. The tables are included so that the reader may, if he wishes to do so, study the differences between interrupting and continuing students as far as the time of their decision to attend post-secondary school is concerned.

TABLE 25

RESPONSES OF NONCONTINUING STUDENTS TO: WHEN DID YOU DECIDE NOT TO CONTINUE
YOUR EDUCATION? (TOTAL GROUP, MALES, FEMALES,
LARGE CITY, SMALL CITY AND TOWN, AND RURAL)

	Total Group		Males		Females		Large City		Small City and Town		Rural	
	N	%	N	%	N	%	N	%	N	%	N	%
Elementary grades	2	1.7	0	0.0	2	2.6	2	2.6	0	0.0	0	0.0
Junior high school	5	4.2	1	2.3	4	5.3	4	5.3	1	3.8	0	0.0
Grade ten	7	5.8	2	4.5	5	6.6	3	3.9	3	11.5	1	5.6
Grade eleven	13	10.8	2	4.5	11	14.5	8	10.5	2	7.7	3	16.7
Grade twelve	42	35.0	22	50.0	20	26.3	28	36.8	9	34.6	5	27.8
Shortly after graduation	25	20.8	7	15.9	18	23.7	12	15.8	6	23.1	7	38.9
Don't recall	16	13.3	6	13.6	10	13.2	14	18.4	0	0.0	2	11.1
Other	10	8.3	4	9.1	6	7.9	5	6.6	5	19.2	0	0.0
Totals	120	100.0	44	100.0	76	100.0	76	100.0	26	100.0	18	100.0

TABLE 26

RESPONSES OF INTERRUPTING AND CONTINUING STUDENTS TO: WHEN DID YOU DECIDE TO
CONTINUE YOUR EDUCATION FOLLOWING HIGH SCHOOL GRADUATION?
(TOTAL GROUPS, MALES, AND FEMALES)

	Total Groups				Males				Females			
	Interrupting		Continuing		Interrupting		Continuing		Interrupting		Continuing	
	N	%	N	%	N	%	N	%	N	%	N	%
In the elementary grades	9	16.1	29	21.6	2	7.1	4	6.9	7	25.0	25	32.9
In Junior high school	8	14.3	30	22.4	4	14.3	15	25.9	4	14.3	15	19.7
In Grade ten	7	12.5	15	11.2	5	17.9	7	12.1	2	7.1	8	10.5
In Grade eleven	5	8.9	2	1.5	1	3.6	2	3.4	4	14.3	0	0.0
In Grade twelve	4	7.1	17	12.7	3	10.7	10	17.2	1	3.6	7	9.2
Shortly after graduation	13	23.2	14	10.4	7	25.0	9	15.5	6	21.4	5	6.6
Don't recall	10	17.9	27	20.1	6	21.4	11	19.0	4	14.3	16	21.1
Totals	56	100.0	134	100.0	28	100.0	58	100.0	28	100.0	76	100.0
$\chi^2 = 13.62$ 6d.f. p=.034				$\chi^2 = 3.10$ 6d.f. p=.795				$\chi^2 = 17.44$ 6d.f. p=.007				

TABLE 27

RESPONSES OF INTERRUPTING AND CONTINUING STUDENTS TO: WHEN DID YOU DECIDE TO
CONTINUE YOUR EDUCATION FOLLOWING HIGH SCHOOL GRADUATION?
(LARGE CITY, SMALL CITY AND TOWN, AND RURAL)

	Large City			Small City and Town			Rural					
	Interrupting		Continuing	Interrupting		Continuing	Interrupting		Continuing			
	N	%	N	%	N	%	N	%	N	%		
In the elementary grades	2	6.9	16	23.2	5	35.7	10	23.3	2	15.4	3	13.6
In Junior high school	5	17.2	16	23.2	3	21.4	8	18.6	0	0.0	6	27.3
In Grade ten	6	20.7	7	10.1	1	7.1	6	14.0	0	0.0	2	9.1
In Grade eleven	2	6.9	1	1.4	1	7.1	1	2.3	2	15.4	0	0.0
In Grade twelve	1	3.4	7	10.1	1	7.1	8	18.6	2	15.4	2	9.1
Shortly after graduation	5	17.2	8	11.6	1	7.1	3	7.0	7	53.8	3	13.6
Don't recall	8	27.6	14	20.3	2	14.3	7	16.3	0	0.0	6	27.3
Totals	29	100.0	69	100.0	14	100.0	43	100.0	13	100.0	22	100.0
	X ² = 9.07 6d.f. p=.169			X ² = 2.67 6d.f. p=.849			X ² = 16.58 6d.f. p=.010					

TABLE 28

RESPONSES OF INTERRUPTING AND CONTINUING STUDENTS TO: WHEN DID YOU DECIDE TO
CONTINUE YOUR EDUCATION FOLLOWING HIGH SCHOOL GRADUATION?
(RURAL FEMALES)

	Rural Females			
	Interrupting		Continuing	
	N	%	N	%
In the Elementary grades	2	22.2	3	27.3
In Junior high school	0	0.0	2	18.2
In Grade ten	0	0.0	2	18.2
In Grade eleven	2	22.2	0	0.0
In Grade twelve	-	-	-	-
Shortly after graduation	5	55.6	1	9.1
Don't recall	0	0.0	3	27.3
Totals	9	100.0	11	100.0
$\chi^2=11.78$ 5d.f.				p=.037

either in the elementary grades or in junior high school. (see Table 26) Only 5.9% of the noncontinuing students, on the other hand, had decided before leaving junior high school that they were not going to pursue education at the post-high school level. Only 30.3% of the continuing students, as opposed to 55.8% of the noncontinuing students, made their decision concerning post-secondary education either in Grade 12 or shortly thereafter.

Educational Plans of Noncontinuing Students

A substantial number of noncontinuing graduates plan, at some future time, to resume their education at the post-secondary level. In response to the question, "Do you plan to continue your education at any time in the future?" 48.4% of the total number of noncontinuing students said yes, 38.5% said no, and 13.1% said that they were uncertain. (see Table 29) A good many more males than females reported intentions to resume their education. Almost 64% of the boys and only 39.7% of the girls said that they planned to attend post-secondary school. Noncontinuing students from rural home locations expressed more uncertainty regarding their plans for further education than did students from large city and small city and town home locations. Just over 22% of the rural students indicated uncertainty about attending post-secondary school, as compared with 13.0% of the large city students and 7.4% of the small city and town students.

The types of institutions that students planned to attend are shown in Table 30. Among the males who stated intentions to resume their education at some future time, 18.5% were planning to attend a university, 44.4% a technical institute, and 7.4% a business school. Almost 30% were planning on some other form of further education,

TABLE 29

RESPONSES OF NONCONTINUING STUDENTS TO: DO YOU PLAN TO
CONTINUE YOUR EDUCATION AT ANY TIME IN THE FUTURE?

	Total Group		Males		Females		Large City		Small City & Town		Rural	
	N	%	N	%	N	%	N	%	N	%	N	%
Yes	59	48.4	28	63.6	31	39.7	37	48.1	13	48.1	9	50.0
No	47	38.5	11	25.0	36	46.2	30	39.0	12	44.4	5	27.8
Uncertain	16	13.1	5	11.4	11	14.1	10	13.0	2	7.4	4	22.2
Totals	122	100.0	44	100.0	78	100.0	77	100.0	27	100.0	18	100.0

TABLE 30

TYPES OF INSTITUTIONS TO BE ATTENDED BY NONCONTINUING STUDENTS
WHO PLAN TO CONTINUE AT SOME FUTURE DATE

	Total Group		Males		Females		Large City		Small City and Town		Rural	
	N	%	N	%	N	%	N	%	N	%	N	%
University	15	25.9	5	18.5	10	32.3	9	25.0	5	38.5	1	11.1
Technical institute	23	39.7	12	44.4	11	35.5	14	38.9	4	30.8	5	55.6
School of nursing	4	6.9	0	0.0	4	12.9	3	8.3	1	7.7	0	0.0
Business school	5	8.6	2	7.4	3	9.7	3	8.3	2	15.4	0	0.0
Other	11	19.0	8	29.6	3	9.7	7	19.4	1	7.7	3	33.3
Totals	58	100.0	27	100.0	31	100.0	36	100.0	13	100.0	8	100.0

including apprenticeship programs, training in accounting, training for the ministry, bank management training, and agriculture at an applied agriculture college. Also included in this group are two individuals who were uncertain as to the institutions they would attend.

Among the girls, 32.3% were planning to attend a university, 35.5% a technical institute, 12.9% a school of nursing, and 9.7% a business school. Close to 10% indicated plans for some other form of further education or were uncertain of the kind of institution they would attend.

In terms of the total group, 25.9% were planning to attend a university, 39.7% a technical institute, 6.9% a school of nursing, and 8.6% a business school. Almost 20% either intended to take some other form of further education or were uncertain about the type of further training they would take.

Discussion

While a higher proportion of interrupting graduates than non-continuing graduates reported that they had "Never regretted" not continuing their education immediately after high school, both groups tended to regard their decision concerning further education in a rather positive way. Some students pointed out why they considered their decisions to be sound. For example, one boy who interrupted his education put it this way:

Too many people rush straight from matriculation into university. The result is that they are lost, confused, and anxious. The year delay has done me much more good than I can explain. It gave me a chance to sit back, work, and relax -- taking a very serious look at my future. I decided to carry on and I'm doing well. There is a steppingstone from high school to university. Somehow, many people miss it and they drown in the river of mass confusion.

Another boy, a noncontinuing student who plans to attend university, explained how not continuing his education immediately after graduation had helped him:

From my experiences since graduation from high school in 1967 I've gained some of the knowledge that a school can't teach me and I've learned that an education is more important to you as you grow older. Also, I've finally decided that I'm not finished my education yet and wish to continue.

It is encouraging that about half of the total number of noncontinuing students probably feel the same way and plan, consequently, to attend post-secondary school at some future date.

2. Family Related Factors

Parental Attitude Toward Post-Secondary Education

Noncontinuing students in this study tended to differ greatly from interrupting and continuing students in terms of their parents' attitude toward post-secondary education. (see Tables 31 to 33) The distributions of the three groups' responses to the question concerning parental attitude were significantly different for the total groups and all of the subgroups except the total group of males, large city males, rural males, and small city and town females.

Among the total groups, 34.4% of the noncontinuing, 56.9% of the interrupting, and 64.2% of the continuing students said that their parents had wanted them to continue their education. Among the males in the three groups, 38.6% of the noncontinuing boys, 60.0% of the interrupting boys, and 59.7% of the continuing boys indicated that their parents had wanted them to attend post-secondary school. The corresponding percentages for the females were 32.1%, 53.6%, and 68.0% respectively.

It is revealing to focus on the percentages of students in the three groups reporting that the decision concerning education beyond

TABLE 31

RESPONSES OF NONCONTINUING, INTERRUPTING, AND CONTINUING STUDENTS TO: HOW DID YOUR PARENTS FEEL ABOUT THE POSSIBILITY OF YOUR CONTINUING AT THE POST-SECONDARY LEVEL? (TOTAL GROUPS, MALES, AND FEMALES)

	Total Groups						Males						Females					
	Noncontinuing		Interrupting		Continuing		Noncontinuing		Interrupting		Continuing		Noncontinuing		Interrupting		Continuing	
	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%
Insisted that I continue	3	2.5	3	5.2	11	8.0	3	6.8	2	6.7	6	9.7	0	0.0	1	3.6	5	6.7
Wanted me to continue	42	34.4	33	56.9	88	64.2	17	38.6	18	60.0	37	59.7	25	32.1	15	53.6	51	68.0
Were indifferent	7	5.7	2	3.4	4	2.9	3	6.8	0	0.0	2	3.2	4	5.1	2	7.1	2	2.7
Didn't want me to continue	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Wouldn't allow me to continue	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Left decision entirely up to me	58	47.5	16	27.6	23	16.8	16	36.4	9	30.0	15	24.2	42	53.8	7	25.0	8	10.7
Other	12	9.8	4	6.9	11	8.0	5	11.4	1	3.3	2	3.2	7	9.0	3	10.7	9	12.0
Totals	122	100.0	58	100.0	137	100.0	44	100.0	30	100.0	62	100.0	78	100.0	28	100.0	75	100.0
	$X^2=37.24$		8d.f.		p=.000		$X^2=9.81$		8d.f.		p=.278		$X^2=39.52$		8d.f.		p=.000	

TABLE 32

RESPONSES OF NONCONTINUING, INTERRUPTING, AND CONTINUING STUDENTS TO: HOW DID YOUR PARENTS FEEL ABOUT THE POSSIBILITY OF YOUR CONTINUING AT THE POST-SECONDARY LEVEL? (LARGE CITY, SMALL CITY AND TOWN, AND RURAL)

	Large City						Small City and Town						Rural					
	Noncontinuing		Interrupting		Continuing		Noncontinuing		Interrupting		Continuing		Noncontinuing		Interrupting		Continuing	
	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%
Insisted that I continue	1	1.3	1	3.3	4	5.6	2	7.7	1	7.1	5	11.9	0	0.0	1	7.1	2	8.7
Wanted me to continue	31	39.7	17	56.7	46	63.9	5	19.2	10	71.4	25	59.5	6	33.3	6	42.9	17	73.9
Were indifferent	4	5.1	0	0.0	3	4.2	3	11.5	0	0.0	0	0.0	0	0.0	2	14.3	1	4.3
Didn't want me to continue	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Wouldn't allow me to continue	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Left decision entirely up to me	38	48.7	9	30.0	13	18.1	9	34.6	2	14.3	8	19.0	11	61.1	5	35.7	2	8.7
Other	4	5.1	3	10.0	6	8.3	7	26.9	1	7.1	4	9.5	1	5.6	0	0.0	1	4.3
Totals	78	100.0	30	100.0	72	100.0	26	100.0	14	100.0	42	100.0	18	100.0	14	100.0	23	100.0
	$\chi^2=19.45$		8d.f.		p=.012		$\chi^2=20.21$		8d.f.		p=.009		$\chi^2=17.28$		8d.f.		p=.027	

TABLE 33

RESPONSES OF NONCONTINUING, INTERRUPTING, AND CONTINUING STUDENTS TO: HOW DID YOUR PARENTS FEEL ABOUT THE POSSIBILITY OF YOUR CONTINUING AT THE POST-SECONDARY LEVEL? (SMALL CITY AND TOWN MALES, LARGE CITY FEMALES, AND RURAL FEMALES)

	Small City and Town Males						Large City Females						Rural Females					
	Noncontinuing		Interrupting		Continuing		Noncontinuing		Interrupting		Continuing		Noncontinuing		Interrupting		Continuing	
	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%
Insisted that I continue	2	22.2	0	0.0	3	15.8	0	0.0	0	0.0	1	2.4	0	0.0	0	0.0	2	18.2
Wanted me to continue	1	11.1	3	75.0	11	57.9	18	35.3	4	44.4	29	70.7	3	30.0	4	44.4	8	72.7
Were indifferent	2	22.2	0	0.0	0	0.0	3	5.9	0	0.0	2	4.9	0	0.0	2	22.2	0	0.0
Didn't want me to continue	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Wouldn't allow me to continue	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Left decision entirely up to me	1	11.1	1	25.0	5	26.3	27	52.9	3	33.3	5	12.2	7	70.0	3	33.3	0	0.0
Other	3	33.3	0	0.0	0	0.0	3	5.9	2	22.2	4	9.8	0	0.0	0	0.0	1	9.1
Totals	9	100.0	4	100.0	19	100.0	51	100.0	9	100.0	41	100.0	10	100.0	9	100.0	11	100.0
	$X^2=17.94$		8d.f.		p=.021		$X^2=20.96$		8d.f.		p=.007		$X^2=19.54$		8d.f.		p=.012	

high school was left entirely up to them. For the total groups, 47.5% of the noncontinuing, 27.6% of the interrupting, and 16.8% of the continuing students responded in this manner.

Amount of Discussion With Parents Concerning Post-High School Plans

The response distributions of the total groups and the subgroups reveal some important differences between noncontinuing, interrupting, and continuing students in terms of the amount of time spent with parents discussing further education. (see Tables 34 and 35)

For the total groups, 35.2% of the noncontinuing, 53.5% of the interrupting, and 46.3% of the continuing graduates spent either "A lot of time" or "A considerable amount of time" discussing post-high school plans with their parents. In terms of the males in the three groups, 34.1% of the noncontinuing boys, 46.7% of the interrupting boys, and 35.5% of the continuing boys checked either "A lot of time" or "A considerable amount of time". The corresponding percentages for the girls were 35.9%, 60.8%, and 55.3% respectively.

It seems safe to conclude from the above figures that the noncontinuing students spent the least amount of time discussing with their parents plans for education beyond high school, followed by the continuing and the interrupting students in that order. Furthermore, interrupting and continuing girls tended to have spent considerably more time than boys in the same groups discussing with their parents the matter of attending a post-secondary institution.

Parental Influence On The Decision Concerning Post-Secondary Education

It can be seen in Tables 36 to 38 that very distinct differences existed between noncontinuing, interrupting, and continuing students in

TABLE 34

AMOUNT OF TIME SPENT BY NONCONTINUING, INTERRUPTING, AND CONTINUING STUDENTS
DISCUSSING POST-HIGH SCHOOL PLANS WITH PARENTS
(TOTAL GROUPS, MALES, AND FEMALES)

	Total Groups						Males						Females					
	Noncon- tinuing		Interrupt- ing		Continu- ing		Noncon- tinuing		Interrupt- ing		Continu- ing		Noncon- tinuing		Interrupt- ing		Continu- ing	
	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%
A lot of time	12	9.8	8	13.8	14	10.1	5	11.4	3	10.0	4	6.5	7	9.0	5	17.9	10	13.2
A considerable amount of time	31	25.4	23	39.7	50	36.2	10	22.7	11	36.7	18	29.0	21	26.9	12	42.9	32	42.1
Only a small amount of time	62	50.8	22	37.9	67	48.6	24	54.5	12	40.0	35	56.5	38	48.7	10	35.7	32	42.1
Did not discuss the matter	17	13.9	5	8.6	7	5.1	5	11.4	4	13.3	5	8.1	12	15.4	1	3.6	2	2.6
Totals	122	100.0	58	100.0	138	100.0	44	100.0	30	100.0	62	100.0	78	100.0	28	100.0	76	100.0
	$\chi^2=11.04$		6d.f.		p=.087		$\chi^2=3.71$		6d.f.		p=.715		$\chi^2=13.79$		6d.f.		p=.032	

TABLE 35

AMOUNT OF TIME SPENT BY NONCONTINUING, INTERRUPTING, AND CONTINUING STUDENTS
DISCUSSING POST-HIGH SCHOOL PLANS WITH PARENTS (LARGE CITY,
SMALL CITY AND TOWN, AND RURAL)

	Large City						Small City and Town						Rural					
	Noncon- tinuing		Interrup- ting		Continu- ing		Noncon- tinuing		Interrup- ting		Continu- ing		Noncon- tinuing		Interrup- ting		Continu- ing	
	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%
A lot of time	8	10.3	2	6.7	5	6.9	3	11.5	3	21.4	7	16.3	1	5.6	3	21.4	2	8.7
A considerable amount of time	20	25.6	11	36.7	26	36.1	7	26.9	7	50.0	14	32.6	4	22.2	5	35.7	10	43.5
Only a small amount of time	39	50.0	12	40.0	38	52.8	14	53.8	4	28.6	19	44.2	9	50.0	6	42.9	10	43.5
Did not discuss the matter	11	14.1	5	16.7	3	4.2	2	7.7	0	0.0	3	7.0	4	22.2	0	0.0	1	4.3
Totals	78	100.0	30	100.0	72	100.0	26	100.0	14	100.0	43	100.0	18	100.0	14	100.0	23	100.0
	$\chi^2=7.67$		6d.f.		p=.262		$\chi^2=4.39$		6d.f.		p=.622		$\chi^2=8.70$		6d.f.		p=.190	

TABLE 36

RESPONSES OF NONCONTINUING, INTERRUPTING, AND CONTINUING STUDENTS TO: TO WHAT EXTENT
DID YOUR PARENTS INFLUENCE YOUR DECISION CONCERNING POST-SECONDARY
EDUCATION? (TOTAL GROUPS, MALES, AND FEMALES)

	Total Groups						Males						Females					
	Noncontinuing		Interrupting		Continuing		Noncontinuing		Interrupting		Continuing		Noncontinuing		Interrupting		Continuing	
	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%
No influence	51	42.5	13	22.4	24	17.3	19	43.2	4	13.3	12	19.4	32	42.1	9	32.1	12	15.6
Slight influence	21	17.5	15	25.9	26	18.7	6	13.6	10	33.3	11	17.7	15	19.7	5	17.9	15	19.5
Some influence	33	27.5	21	36.2	31	22.3	13	29.5	13	43.3	18	29.0	20	26.3	8	28.6	13	16.9
Considerable influence	9	7.5	6	10.3	38	27.3	3	6.8	3	10.0	12	19.4	6	7.9	3	10.7	26	33.8
A great deal of influence	3	2.5	3	5.2	19	13.7	2	4.5	0	0.0	8	12.9	1	1.3	3	10.7	11	14.3
Decision based entirely on their opinion	1	.8	0	0.0	0	0.0	-	-	-	-	-	-	1	1.3	0	0.0	0	0.0
Other	2	1.7	0	0.0	1	0.7	1	2.3	0	0.0	1	1.6	1	1.3	0	0.0	0	0.0
Totals	120	100.0	58	100.0	139	100.0	44	100.0	30	100.0	62	100.0	76	100.0	28	100.0	77	100.0
	$X^2=50.63$		12d.f.		p=.000		$X^2=22.43$		10d.f.		p=.013		$X^2=36.60$		12d.f.		p=.000	

TABLE 37

RESPONSES OF NONCONTINUING, INTERRUPTING, AND CONTINUING STUDENTS TO: TO WHAT EXTENT
DID YOUR PARENTS INFLUENCE YOUR DECISION CONCERNING POST-SECONDARY
EDUCATION? (LARGE CITY, SMALL CITY AND TOWN, AND RURAL)

	Large City						Small City and Town						Rural					
	Noncontin-		Interrupt-		Continu-		Noncon-		Interrupt-		Continu-		Noncon-		Interrupt-		Continu-	
	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%
No influence	29	37.7	9	30.0	14	19.4	12	48.0	1	7.1	7	15.9	10	55.6	3	21.4	3	13.0
Slight influence	16	20.8	10	33.3	13	18.1	1	4.0	2	14.3	11	25.0	4	22.2	3	21.4	2	8.7
Some influence	22	28.6	7	23.3	16	22.2	7	28.0	8	57.1	10	22.7	4	22.2	6	42.9	5	21.7
Considerable influence	6	7.8	4	13.3	19	26.4	3	12.0	1	7.1	9	20.5	0	0.0	1	7.1	10	43.5
A great deal of influence	2	2.6	0	0.0	9	12.5	1	4.0	2	14.3	7	15.9	0	0.0	1	7.1	3	13.0
Decision based entirely on their opinion	-	-	-	-	-	-	1	4.0	0	0.0	0	0.0	-	-	-	-	-	-
Other	2	2.6	0	0.0	1	1.4	-	-	-	-	-	-	-	-	-	-	-	-
Totals	77	100.0	30	100.0	72	100.0	25	100.0	14	100.0	44	100.0	18	100.0	14	100.0	23	100.0
	$X^2=24.44$		10d.f.		p=.006		$X^2=23.06$		10d.f.		p=.010		$X^2=23.20$		8d.f.		p=.003	

TABLE 38

RESPONSES OF NONCONTINUING, INTERRUPTING, AND CONTINUING STUDENTS TO: TO WHAT EXTENT
DID YOUR PARENTS INFLUENCE YOUR DECISION CONCERNING POST-SECONDARY
EDUCATION? (LARGE CITY FEMALES)

	Large City Females					
	Noncontinuing		Interrupting		Continuing	
	N	%	N	%	N	%
No influence	20	40.0	5	55.6	7	17.1
Slight influence	11	22.0	1	11.1	8	19.5
Some influence	14	28.0	2	22.2	10	24.4
Considerable influence	3	6.0	1	11.1	13	31.7
A great deal of influence	1	2.0	0	0.0	3	7.3
Decision based entirely on their opinion	-	-	-	-	-	-
Other	1	2.0	0	0.0	0	0.0
Totals	50	100.0	9	100.0	41	100.0
$\chi^2 = 17.99$ 10d.f. $p = .055$						

terms of the extent to which their plans for further education were influenced by their parents.

For the total groups, 10.0% of the noncontinuing, 15.5% of the interrupting, and 41.0% of the continuing students indicated either that their parents had "Considerable influence" or "A great deal of influence" on their decision concerning post-secondary school. Among the males in the three groups, 11.3% of the noncontinuing boys, 10.0% of the interrupting boys, and 32.3% of the continuing boys checked either "Considerable influence" or "A great deal of influence". The corresponding percentages for the girls were 9.2%, 21.4%, and 48.1% respectively.

A considerable number of noncontinuing students claimed that their parents had no influence at all on their decision regarding education beyond high school. Close to 43% of the total number in the noncontinuing group, as compared with 22.4% of the interrupting group and only 17.3% of the continuing group, responded in this way. Almost 45% of the noncontinuing boys, 13.3% of the interrupting boys, and 19.4% of the continuing boys indicated "No influence", as compared with 42.1% of the noncontinuing girls, 32.1% of the interrupting girls, and 15.6% of the continuing girls.

Apparently, then, noncontinuing students were least influenced by their parents as far as their decision concerning education beyond high school was concerned. While interrupting students were more influenced by their parents than noncontinuing students, they were considerably less influenced than continuing students were by their parents. The interrupting and continuing girls appear to have been influenced by their parents to a considerably greater extent than the boys in the same groups.

Father's Occupation

The distributions of the three groups' responses to the "Occupation of father" item were not significantly different for the total groups or any of the subgroups except the large city and large city female subgroups. (see Tables 39 to 41)

In general, the fathers of noncontinuing, interrupting, and continuing students tended to be similarly distributed across the occupational status categories included in the questionnaire item. However, although the total distributions tended not to differ significantly, notable differences were found to exist among noncontinuing, interrupting, and continuing students in terms of the proportions of these groups who had fathers in either of the "Profession" or "Owns or manages business" categories. For example, for the total groups, 21.7% of the noncontinuing, 22.4% of the interrupting, and 35.3% of the continuing students had fathers who were either in a profession or owned or managed a business. These proportions tended to be upheld throughout the subgroups within the total groups, with the exception of small city and town students. In this subgroup, 29.6% of the noncontinuing students and 28.5% of the interrupting students, as compared with 25.6% of the continuing students, had fathers who were in either the "Profession" or the "Owns or manages business" categories.

Education of Father

Noncontinuing students differed considerably from interrupting and continuing students in the level of education attained by their fathers. The differences in the level of education distributions were significant for the total groups and for the large city, large city male, and large city female subgroups. (see Tables 42 to 44) The differences

TABLE 39

OCCUPATIONS OF THE FATHERS OF NONCONTINUING, INTERRUPTING, AND CONTINUING STUDENTS (TOTAL GROUPS, MALES, AND FEMALES)

	Total Groups						Males						Females					
	Noncontinuing		Interrupting		Continuing		Noncontinuing		Interrupting		Continuing		Noncontinuing		Interrupting		Continuing	
	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%
Profession	5	4.2	9	15.5	20	14.7	3	7.1	6	20.0	7	11.5	2	2.6	3	10.7	13	17.3
Owns or manages business	21	17.5	4	6.9	28	20.6	7	16.7	1	3.3	13	21.3	14	17.9	3	10.7	15	20.0
Office worker	10	8.3	7	12.1	9	6.6	5	11.9	3	10.0	6	9.8	5	6.4	4	14.3	3	4.0
Sales	8	6.7	2	3.4	6	4.4	3	7.1	1	3.3	2	3.3	5	6.4	1	3.6	4	5.3
Owns or manages farm	23	19.2	12	20.7	22	16.2	9	21.4	6	20.0	10	16.4	14	17.9	6	21.4	12	16.0
Skilled tradesman	31	25.8	13	22.4	31	22.8	6	14.3	7	23.3	13	21.3	25	32.1	6	21.4	18	24.0
Factory worker	18	15.0	7	12.1	17	12.5	7	16.7	4	13.3	8	13.1	11	14.1	3	10.7	9	12.0
Other	4	3.3	4	6.9	3	2.2	2	4.8	2	6.7	2	3.3	2	2.6	2	7.1	1	1.3
Totals	120	100.0	58	100.0	136	100.0	42	100.0	30	100.0	61	100.0	78	100.0	28	100.0	75	100.0
	$X^2=18.85$		14d.f.		p=.170		$X^2=9.67$		14d.f.		p=.785		$X^2=17.37$		14d.f.		p=.236	

TABLE 40

OCCUPATIONS OF THE FATHERS OF NONCONTINUING, INTERRUPTING, AND CONTINUING STUDENTS
(LARGE CITY, SMALL CITY AND TOWN, AND RURAL)

	Large City						Small City and Town						Rural					
	Noncontinuing		Interrupting		Continuing		Noncontinuing		Interrupting		Continuing		Noncontinuing		Interrupting		Continuing	
	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%
Profession	4	5.3	6	20.0	15	21.4	1	3.7	3	21.4	3	7.0	0	0.0	0	0.0	2	8.7
Owens or manages business	12	16.0	2	6.7	15	21.4	7	25.9	1	7.1	8	18.6	2	11.1	1	7.1	5	21.7
Office worker	10	13.3	6	20.0	7	10.0	0	0.0	0	0.0	2	4.7	0	0.0	1	7.1	0	0.0
Sales	8	10.7	1	3.3	1	1.4	0	0.0	1	7.1	4	9.3	0	0.0	0	0.0	1	4.3
Owens or manages farm	3	4.0	0	0.0	1	1.4	8	29.6	2	14.3	13	30.2	12	66.7	10	71.4	8	34.8
Skilled tradesman	24	32.0	8	26.7	19	27.1	5	18.5	4	28.6	7	16.3	2	11.1	1	7.1	5	21.7
Factory worker	10	13.3	4	13.3	11	15.7	6	22.2	2	14.3	5	11.6	2	11.1	1	7.1	1	4.3
Other	4	5.3	3	10.0	1	1.4	0	0.0	1	7.1	1	2.3	0	0.0	0	0.0	1	4.3
Totals	75	100.0	30	100.0	70	100.0	27	100.0	14	100.0	43	100.0	18	100.0	14	100.0	23	100.0
	$X^2=23.50$		14d.f.		p=.052		$X^2=14.83$		14d.f.		p=.389		$X^2=14.97$		14d.f.		p=.379	

TABLE 42

EDUCATIONAL LEVEL OF THE FATHERS OF NONCONTINUING, INTERRUPTING,
AND CONTINUING STUDENTS (TOTAL GROUPS, MALES, AND FEMALES)

	Total Groups						Males						Females					
	Noncontin-		Interrupt-		Continu-		Noncontin-		Interrupt-		Continu-		Noncon-		Interrupt-		Continu-	
	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%
Grade nine or less	64	52.0	22	37.9	44	32.1	24	54.5	8	26.7	23	37.7	40	50.6	14	50.0	21	27.6
Some high school	24	19.5	11	19.0	21	15.3	9	20.5	7	23.3	11	18.0	15	19.0	4	14.3	10	13.2
Graduated from high school	14	11.4	3	5.2	22	16.1	5	11.4	0	0.0	7	11.5	9	11.4	3	10.7	15	19.7
Business, technical or trade training	12	9.8	13	22.4	23	16.8	2	4.5	9	30.0	8	13.1	10	12.7	4	14.3	15	19.7
Some university	2	1.6	2	3.4	6	4.4	2	4.5	1	3.3	2	3.3	0	0.0	1	3.6	4	5.3
Graduated from university	0	0.0	4	6.9	12	8.8	0	0.0	2	6.7	5	8.2	0	0.0	2	7.1	7	9.2
More than one degree	3	2.4	1	1.7	3	2.2	1	2.3	1	3.3	1	1.6	2	2.5	0	0.0	2	2.6
Other or combination	1	0.8	0	0.0	1	0.7	1	2.3	0	0.0	0	0.0	0	0.0	0	0.0	1	1.3
Can't answer or not sure	3	2.4	2	3.4	5	3.6	0	0.0	2	6.7	4	6.6	3	3.8	0	0.0	1	1.3
Totals	123	100.0	58	100.0	137	100.0	44	100.0	30	100.0	61	100.0	79	100.0	28	100.0	76	100.0
	$\chi^2 = 28.68$ 16d.f. p= .026						$\chi^2 = 24.48$ 16d.f. p= .079						$\chi^2 = 24.98$ 16d.f. p= .070					

TABLE 43

EDUCATION LEVEL OF THE FATHERS OF NONCONTINUING, INTERRUPTING, AND CONTINUING STUDENTS
(LARGE CITY, SMALL CITY AND TOWN, AND RURAL)

	Large City						Small City and Town						Rural					
	Noncontinuing		Interrupting		Continuing		Noncontinuing		Interrupting		Continuing		Noncontinuing		Interrupting		Continuing	
	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%
Grade nine or less	37	47.4	6	20.0	17	23.9	15	55.6	7	50.0	18	41.9	12	66.7	9	64.3	9	39.1
Some high school	16	20.5	6	20.0	6	8.5	6	22.2	3	21.4	8	18.6	2	11.1	2	14.3	7	30.4
Graduated from high school	10	12.8	1	3.3	17	23.9	2	7.4	1	7.1	4	9.3	2	11.1	1	7.1	1	4.3
Business, technical or trade training	10	12.8	10	33.3	13	18.3	1	3.7	2	14.3	6	14.0	1	5.6	1	7.1	4	17.4
Some university	0	0.0	2	6.7	4	5.6	2	7.4	0	0.0	2	4.7	-	-	-	-	-	-
Graduated from university	0	0.0	3	10.0	8	11.3	0	0.0	1	7.1	3	7.0	0	0.0	0	0.0	1	4.3
More than one degree	3	3.8	1	3.3	3	4.2	-	-	-	-	-	-	-	-	-	-	-	-
Other or combination	0	0.0	0	0.0	1	1.4	1	3.7	0	0.0	0	0.0	-	-	-	-	-	-
Can't answer or not sure	2	2.6	1	3.3	2	2.8	0	0.0	0	0.0	2	4.7	1	5.6	1	7.1	1	4.3
Totals	78	100.0	30	100.0	71	100.0	27	100.0	14	100.0	43	100.0	18	100.0	14	100.0	23	100.0
	$\chi^2 = 38.21$ 16d.f. p=.001						$\chi^2 = 9.69$ 14d.f. p=.784						$\chi^2 = 7.61$ 10d.f. p=.666					

TABLE 44

EDUCATIONAL LEVEL OF THE FATHERS OF NONCONTINUING, INTERRUPTING, AND CONTINUING STUDENTS
(LARGE CITY MALES AND LARGE CITY FEMALES)

	Large City Males						Large City Females					
	Noncontin-		Interrupt-		Continu-		Noncontin-		Interrupt-		Continu-	
	N	%	N	%	N	%	N	%	N	%	N	%
Grade nine or less	14	51.9	4	19.0	8	26.7	23	45.1	2	22.2	9	22.0
Some high school	7	25.9	4	19.0	5	16.7	9	17.6	2	22.2	1	2.4
Graduated from high school	4	14.8	0	0.0	6	20.0	6	11.8	1	11.1	11	26.8
Business, technical or trade training	1	3.7	8	38.1	4	13.3	9	17.6	2	22.2	9	22.0
Some university	0	0.0	1	4.8	1	3.3	0	0.0	1	11.1	3	7.3
Graduated from university	0	0.0	2	9.5	3	10.0	0	0.0	1	11.1	5	12.2
More than one degree	1	3.7	1	4.8	1	3.3	2	3.9	0	0.0	2	4.9
Other or combination	-	-	-	-	-	-	0	0.0	0	0.0	1	2.4
Can't answer or not sure	0	0.0	1	4.8	2	6.7	2	3.9	0	0.0	0	0.0
Totals	27	100.0	21	100.0	30	100.0	51	100.0	9	100.0	41	100.0
$\chi^2 = 23.35$						14d.f.	$\chi^2 = 27.05$					
						p=.054	$\chi^2 = 17d.f.$					
							p= .040					

among the other subgroups were not statistically significant.

The level of education reached by the fathers of interrupting and continuing students generally tended to be relatively higher than the level reached by the fathers of students who did not continue. In terms of the total groups, 13.8% of the noncontinuing, 34.4% of the interrupting, and 32.2% of the continuing students had fathers with some form of education beyond high school. Just over 10% of the noncontinuing boys, 43.3% of the interrupting boys, and 26.2% of the continuing boys had fathers with some kind of post-high school education. The corresponding percentages for the girls were 15.2%, 25.0%, and 36.8% respectively.

Considerable differences existed between the three groups and among the males and females within the groups in terms of the proportions who had fathers with a Grade nine education or less. For the total groups, 52.0% of the noncontinuing, 37.9% of the interrupting, and 32.1% of the continuing students had fathers with this level of education. The proportions of noncontinuing males and females with fathers at this level were about equal. However, some interesting differences were found to exist between interrupting and continuing males and females. Just over 25% of the interrupting and 37.7% of the continuing males had fathers with a Grade nine education or less, as compared with 50.0% of the interrupting and 27.6% of the continuing females. In all three groups, many more students from rural and small city and town home locations than from large cities indicated that their fathers had a Grade nine education or less.

Education of Mother

As might be expected, the level of education reached by the mothers of noncontinuing students tended to be relatively lower than that reached by the mothers of interrupting and continuing students. Although only the educational level distributions of the total groups and the female subgroup were significantly different, some notable differences, generally in the same direction, also were to be found in the remaining subgroups. (see Tables 45 and 46)

For the total groups, 14.7% of the noncontinuing, 36.2% of the interrupting, and 34.5% of the continuing graduates had mothers with some form of education beyond high school. Close to 15% of the noncontinuing boys, 36.6% of the interrupting boys, and 27.4% of the continuing boys had mothers who had pursued some form of education beyond the high school level. The corresponding percentages for the girls were 15.2%, 35.7%, and 40.3% respectively.

It seems that considerably more fathers than mothers in all three groups had only a Grade nine education or less. Almost 40% of the noncontinuing groups, 22.4% of the interrupting group, and 24.5% of the continuing group had mothers at this educational level. The corresponding percentages for the fathers were 52.0%, 37.9%, and 32.1% respectively.

Influence of Noncontinuing Siblings

The responses of the noncontinuing, interrupting, and continuing students to the question concerning noncontinuing brothers or sisters are given in Tables 47 to 49. In general, it appears that noncontinuing students were more likely to have qualified brothers or sisters who had not pursued education beyond the high school level than were interrupting

TABLE 45

EDUCATIONAL LEVEL OF THE MOTHERS OF NONCONTINUING, INTERRUPTING, AND CONTINUING STUDENTS (TOTAL GROUPS, MALES, AND FEMALES)

	Total Groups						Males						Females					
	Noncontinuing		Interrupting		Continuing		Noncontinuing		Interrupting		Continuing		Noncontinuing		Interrupting		Continuing	
	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%
Grade nine or less	48	39.3	13	22.4	34	24.5	14	32.6	6	20.0	17	27.4	34	43.0	7	25.0	17	22.1
Some high school	31	25.4	18	31.0	33	23.7	11	25.6	10	33.3	14	22.6	20	25.3	8	28.6	19	24.7
Graduated from high school	17	13.9	6	10.3	21	15.1	9	20.9	3	10.0	12	19.4	8	10.1	3	10.7	9	11.7
Business, technical or trade training	14	11.5	15	25.9	25	18.0	3	7.0	9	30.0	6	9.7	11	13.9	6	21.4	19	24.7
Some university	2	1.6	5	8.6	16	11.5	2	4.7	1	3.3	9	14.5	0	0.0	4	14.3	7	9.1
Graduated from university	2	1.6	1	1.7	7	5.0	1	2.3	1	3.3	2	3.2	1	1.3	0	0.0	5	6.5
More than one degree	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Other or combination	1	0.8	0	0.0	0	0.0	-	-	-	-	-	-	1	1.3	0	0.0	0	0.0
Can't answer or not sure	7	5.7	0	0.0	3	2.2	3	7.0	0	0.0	2	3.2	4	5.1	0	0.0	1	1.3
Totals	122	100.0	58	100.0	139	100.0	43	100.0	30	100.0	62	100.0	79	100.0	28	100.0	77	100.0
	$\chi^2 = 30.93$		14d.f.		p= .005		$\chi^2 = 18.04$		12d.f.		p= .114		$\chi^2 = 26.26$		14d.f.		p= .023	

TABLE 46

EDUCATIONAL LEVEL OF THE MOTHERS OF NONCONTINUING, INTERRUPTING, AND CONTINUING STUDENTS (LARGE CITY, SMALL CITY AND TOWN, AND RURAL)

	Large City						Small City and Town						Rural											
	Noncon- tinuing			Interrupt- ing			Continu- ing			Noncon- tinuing			Interrupt- ing			Continu- ing								
	N	%		N	%		N	%		N	%		N	%		N	%							
Grade nine or less	27	34.6	5	16.7	18	25.0	13	50.0	2	14.3	10	22.7	8	44.4	6	42.9	6	26.1						
Some high school	20	25.6	9	30.0	15	20.8	4	15.4	5	35.7	14	31.8	7	38.9	4	28.6	4	17.4						
Graduated from high school	13	16.7	3	10.0	13	18.1	3	11.5	2	14.3	4	9.1	1	5.6	1	7.1	4	17.4						
Business, technical or trade training	11	14.1	10	33.3	15	20.8	3	11.5	5	35.7	8	18.2	0	0.0	0	0.0	2	8.7						
Some university	0	0.0	2	6.7	5	6.9	2	7.7	0	0.0	6	13.6	0	0.0	3	21.4	5	21.7						
Graduated from university	2	2.6	1	3.3	5	6.9	0	0.0	0	0.0	1	2.3	0	0.0	0	0.0	1	4.3						
More than one degree	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-						
Other or combination	1	1.3	0	0.0	0	0.0	-	-	-	-	-	-	-	-	-	-	-	-						
Can't answer or not sure	4	5.1	0	0.0	1	1.4	1	3.8	0	0.0	1	2.3	2	11.1	0	0.0	1	4.3						
Totals	78	100.0	30	100.0	72	100.0	26	100.0	14	100.0	18	100.0	18	100.0	14	100.0	23	100.0						
	$\chi^2=19.84$						14d.f. p=.135						$\chi^2=14.28$ 12d.f. p= .283						$\chi^2=14.35$ 12d.f. p= .278					

TABLE 47

RESPONSES OF NONCONTINUING, INTERRUPTING, AND CONTINUING STUDENTS TO: DO YOU HAVE ANY BROTHERS OR SISTERS WHO COULD HAVE CONTINUED THEIR EDUCATION IMMEDIATELY AFTER HIGH SCHOOL
BUT DECIDED NOT TO DO SO? (TOTAL GROUPS, MALES, AND FEMALES)

	Total Groups						Males						Females					
	Noncon- tinuing		Interrupt- ing		Continu- ing		Noncon- tinuing		Interrupt- ing		Continu- ing		Noncon- tinuing		Interrupt- ing		Continu- ing	
	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%
Yes	43	35.2	14	24.1	33	23.7	17	38.6	5	16.7	15	24.2	26	33.3	9	32.1	18	23.4
No	79	64.8	44	75.9	106	76.3	27	61.4	25	83.3	47	75.8	52	66.7	19	67.9	59	76.6
Totals	122	100.0	58	100.0	139	100.0	44	100.0	30	100.0	62	100.0	78	100.0	28	100.0	77	100.0
	$\chi^2 = 4.82$		2d.f.		$p = .089$		$\chi^2 = 4.87$		2d.f.		$p = .087$		$\chi^2 = 2.03$		2d.f.		$p = .362$	

TABLE 48

RESPONSES OF NONCONTINUING, INTERRUPTING, AND CONTINUING STUDENTS TO: DO YOU HAVE ANY BROTHERS OR SISTERS WHO COULD HAVE CONTINUED THEIR EDUCATION IMMEDIATELY AFTER HIGH SCHOOL
BUT DECIDED NOT TO DO SO? (LARGE CITY, SMALL CITY AND TOWN, AND RURAL)

	Large City						Small City and Town						Rural													
	Noncon- tinuing		Interrup- ting		Continu- ing		Noncon- tinuing		Interrup- ting		Continu- ing		Noncon- tinuing		Interrup- ting		Continu- ing									
	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%								
Yes	27	35.1	4	13.3	19	26.4	9	33.3	4	28.6	10	22.7	7	38.9	6	42.9	4	17.4								
No	50	64.9	26	86.7	53	73.6	18	66.7	10	71.4	34	77.3	11	61.1	8	57.1	19	82.6								
Totals	77	100.0	30	100.0	72	100.0	27	100.0	14	100.0	44	100.0	18	100.0	14	100.0	23	100.0								
	$\chi^2 = 5.20$						2d.f.		$p = .073$		$\chi^2 = .97$						2d.f.		$p = .614$		$\chi^2 = 3.44$		2d.f.		$p = .179$	

TABLE 49

RESPONSES OF NONCONTINUING, INTERRUPTING, AND CONTINUING STUDENTS TO:
 DO YOU HAVE ANY BROTHERS OR SISTERS WHO COULD HAVE CONTINUED THEIR
 EDUCATION IMMEDIATELY AFTER HIGH SCHOOL BUT DECIDED NOT TO
 DO SO? (RURAL FEMALES)

	Rural Females					
	Noncon- tinuing		Interrupt- ing		Continu- ing	
	N	%	N	%	N	%
Yes	2	20.0	5	55.6	1	9.1
No	8	80.0	4	44.4	10	90.9
Totals	10	100.0	9	100.0	11	100.0
$\chi^2 = 5.80$ 2d.f. $p = .054$						

and continuing students. In terms of the total groups, 35.2% of the noncontinuing, 24.1% of the interrupting, and 23.7% of the continuing graduates indicated that they have brothers or sisters who could have continued their education following high school but decided not to do so. Close to 40% of the noncontinuing boys, 16.7% of the interrupting boys, and 24.2% of the continuing boys had brothers or sisters who had made such a decision. The corresponding percentages for the girls were 33.3%, 32.1%, and 23.4% respectively.

The response distributions of the rural females in the three groups were significantly different at the .05 level and did not follow the pattern suggested by the above percentages. Exactly 20% of the noncontinuing girls, 55.6% of the interrupting girls, and 9.1% of the continuing girls said that they had brothers or sisters who could have attended post-secondary school but elected not to do so.

In terms of the influence of noncontinuing siblings upon the decisions of the three groups regarding education beyond high school, it seems clear that students in all three groups were not much affected by brothers or sisters who did not continue their education. (see Tables 50 and 51) For the total groups, 70.5% of the noncontinuing, 71.4% of the interrupting, and 78.8% of the continuing students said that their noncontinuing siblings had no effect on their decision regarding post-secondary school. Considerable differences existed between boys and girls in the three groups. Just over 80% of the noncontinuing boys, 80.0% of the interrupting boys, and 73.3% of the continuing boys said that their noncontinuing brothers or sisters had no influence on their decision concerning education beyond high school. Among the girls the corresponding percentages were 63.0%, 66.7%, and 83.3% respectively.

It must be kept in mind that these percentages may be somewhat misleading since the numbers of people involved are quite small.

Although the large majority of graduates in all three groups claimed that they had not been influenced by their noncontinuing brothers or sisters in making their plans for further education, it may well be that these students were influenced in ways of which they may not have been aware.

Reasons For the Noncontinuance of Qualified Siblings

Those students who had brothers or sisters who could have attended post-secondary school but decided not to do so were asked what they thought was the main reason for the noncontinuance of these siblings. (see Table 52)

Among the noncontinuing students, the main reasons for the noncontinuance of brothers or sisters were, in order of importance, "Lack of interest in further education (30.0%)", "Wanted to earn own living to be independent of parents (20.0%)", "Attractive opportunity for employment (15.0%)", and "Planned to or did get married (15.0%)". Only 5.0% of the noncontinuing students said that "Not enough money to go on" was the main reason for their brothers' or sisters' decision not to continue their education after high school.

A relatively high percentage of interrupting students gave "Were uncertain about future plans" as the main reason for the noncontinuance of their siblings. Just over one third of the interrupting group checked this reason. Other reasons reported by the interrupting group were, "Attractive opportunity for employment (14.3%)", "Not enough money to go on (14.3%)", and "Planned to or did get married (14.3%)".

Main reasons given by the continuing students for the decision

TABLE 52

REASONS FOR THE NONCONTINUANCE OF SIBLINGS OF NONCONTINUING,
INTERRUPTING, AND CONTINUING STUDENTS

REASON	Noncon- tinuing		Interrup- ting		Continu- ing		Total	
	N	%	N	%	N	%	N	%
1 Planned to or did get married	6	15.0	2	14.3	3	9.7	11	12.9
2 Poor health	-	-	-	-	-	-	-	-
3 Illness in family	0	0.0	1	7.1	0	0.0	1	1.2
4 Not enough money to go on	2	5.0	2	14.3	4	12.9	8	9.4
5 Lack of interest in further education	12	30.0	1	7.1	7	22.6	20	23.5
6 Wanted to earn own living to be independent of parents	8	20.0	0	0.0	7	22.6	15	17.6
7 Wished to complete matriculation requirements for university entrance	2	5.0	1	7.1	4	12.9	7	8.2
8 Parents did not want them to continue	-	-	-	-	-	-	-	-
9 Attractive opportunity for employment	6	15.0	2	14.3	0	0.0	8	9.4
10 Didn't think they had the ability to go on	0	0.0	0	0.0	1	3.2	1	1.2
11 Most of their friends did not continue	0	0.0	0	0.0	2	6.4	2	2.4
12 Were uncertain about future plans	3	7.5	5	35.7	2	6.4	10	11.8
13 Other	1	2.5	0	0.0	1	3.2	2	2.4
Totals	40	100.0	14	100.0	31	100.0	85	100.0

of their brothers or sisters not to attend post-secondary school were, in order of importance, "Lack of interest in further education (22.6%)", "Wanted to earn own living to be independent of parents (22.6%)", "Wished to complete matriculation requirements for university entrance (12.9%)", "Not enough money to go on (12.9%)", and "Planned to or did get married (9.7%)".

It is important to note that for the three groups combined "Lack of interest in further education" was the most frequently mentioned reason for the noncontinuing siblings' decision not to pursue post-secondary education. It was stated by 23.5% of all the students.

Home Location

In terms of the total groups, noncontinuing, interrupting, and continuing graduates tended not to differ significantly in terms of their home locations. (see Table 53) Furthermore, the noncontinuing and continuing males and females did not differ much as far as their home locations were concerned. However, considerable differences were to be found between boys and girls who interrupted their education. Proportionately many more interrupting males than females came from large cities. Exactly 70% of the interrupting males were from large cities, 13.3% were from small cities or towns, and 16.7% were from rural areas. The corresponding percentages for interrupting females were 32.1%, 35.7%, and 32.1% respectively.

Finally, significant home location differences existed among the girls in the noncontinuing, interrupting, and continuing groups. It appears that more noncontinuing girls than interrupting or continuing girls came from large cities. Almost 65% of noncontinuing girls were from large cities, 22.8% were from small cities or towns, and 12.7%

TABLE 53

HOME LOCATIONS OF NONCONTINUING, INTERRUPTING, AND CONTINUING STUDENTS
(TOTAL GROUPS, MALES, AND FEMALES)

	Total Groups						Males						Females					
	Noncontinuing		Interrupting		Continuing		Noncontinuing		Interrupting		Continuing		Noncontinuing		Interrupting		Continuing	
	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%
Large City	78	63.4	30	51.7	72	51.8	27	61.4	21	70.0	31	50.0	51	64.6	9	32.1	41	53.2
Small City or Town	27	22.0	14	24.1	44	31.7	9	20.5	4	13.3	19	30.6	18	22.8	10	35.7	25	32.5
Rural	18	14.6	14	24.1	23	16.5	8	18.2	5	16.7	12	19.4	10	12.7	9	32.1	11	14.3
Totals	123	100.0	58	100.0	139	100.0	44	100.0	30	100.0	62	100.0	79	100.0	28	100.0	77	100.0
	$X^2=6.42$		4d.f.		p=.169		$X^2=4.43$		4d.f.		p=.350		$X^2=10.98$		4d.f.		p=.026	

were from rural areas. Among the interrupting girls, 32.1% came from large cities, 35.7% came from small cities or towns, and 32.1% came from rural areas. The corresponding percentages for the continuing girls were 53.2%, 32.5%, and 14.3% respectively.

Discussion

The decision made by a high school graduate regarding post-secondary education was obviously influenced to a considerable extent by the orientation of the family in which he was raised. The influence of a student's parents was, not surprisingly, especially pervasive. An individual's chances of attending post-secondary school appeared to be considerably increased if his parents viewed positively the prospect of their sons or daughters pursuing education beyond the high school level. A boy who continued his education following graduation illustrates quite dramatically the influence of the home in helping to determine whether or not an individual attends post-secondary school when he says:

I think the home influence has much to do with a person continuing his schooling. Many students who I knew personally might have continued if it had not been for their parents' utter lack of interest or ignorance in not allowing enough time for the student to study in proper surroundings. Also, the matter can be reversed where the parents try to decide for the student what he will do. For example, a parent insisted that his child should attend university when actually he would have been much more suited to technical or vocational training. The end result was a dropout.

3. School Related Factors

High School Program

The high school programs taken by noncontinuing, interrupting, and continuing students are shown in Tables 54 to 56. Highly significant differences in high school program existed among the total groups and

TABLE 54

TYPE OF HIGH SCHOOL PROGRAM TAKEN BY NONCONTINUING, INTERRUPTING, AND CONTINUING STUDENTS (TOTAL GROUPS, MALES, AND FEMALES)

	Total Groups						Males						Females					
	Noncontinuing		Interrupting		Continuing		Noncontinuing		Interrupting		Continuing		Noncontinuing		Interrupting		Continuing	
	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%
Matriculation	48	39.0	47	82.5	121	87.1	16	36.4	24	82.8	53	85.5	32	40.5	23	82.1	68	88.3
General	22	17.9	7	12.3	6	4.3	13	29.5	2	6.9	4	6.5	9	11.4	5	17.9	2	2.6
Vocational	11	8.9	2	3.5	5	3.6	9	20.5	2	6.9	4	6.5	2	2.5	0	0.0	1	1.3
Business Education	41	33.3	1	1.8	7	5.0	5	11.4	1	3.4	1	1.6	36	45.6	0	0.0	6	7.8
Other	1	0.8	0	0.0	0	0.0	1	2.3	0	0.0	0	0.0	-	-	-	-	-	-
Totals	123	100.0	57	100.0	139	100.0	44	100.0	29	100.0	62	100.0	79	100.0	28	100.0	77	100.0
	$\chi^2=83.35$		8d.f.		p=.000		$\chi^2=33.28$		8d.f.		p=.000		$\chi^2=53.96$		6d.f.		p=.000	

TABLE 55

TYPE OF HIGH SCHOOL PROGRAM TAKEN BY NONCONTINUING, INTERRUPTING, AND CONTINUING STUDENTS (LARGE CITY, SMALL CITY AND TOWN, AND RURAL)

	Large City						Small City and Town						Rural					
	Noncon- tinuing		Interr- upting		Continu- ing		Noncon- tinuing		Interrup- ting		Continu- ing		Noncon- tinuing		Interr- upting		Continu- ing	
	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%
Matriculation	32	41.0	27	90.0	65	90.3	11	40.7	13	92.9	36	81.8	5	27.8	7	53.8	20	87.0
	10	12.8	2	6.7	2	2.8	8	29.6	1	7.1	2	4.5	4	22.2	4	30.8	2	8.7
	8	10.3	1	3.3	2	2.8	3	11.1	0	0.0	3	6.8	0	0.0	1	7.7	0	0.0
	27	34.6	0	0.0	3	4.2	5	18.5	0	0.0	3	6.8	9	50.0	1	7.7	1	4.3
Other	1	1.3	0	0.0	0	0.0	-	-	-	-	-	-	-	-	-	-	-	-
Totals	78	100.0	30	100.0	72	100.0	27	100.0	14	100.0	44	100.0	18	100.0	13	100.0	23	100.0
	$\chi^2=52.44$ 8d.f. p=.000						$\chi^2=19.37$ 6d.f. p=.003						$\chi^2=23.27$ 6d.f. p=.000					

all of the subgroups, with the exception of the small city and town males.

Noncontinuing students were much less likely than interrupting and continuing students to have taken a matriculation program in high school. In terms of the total groups, for example, only 39.0% of the noncontinuing graduates, as compared to 82.5% of the interrupting and 87.1% of the continuing graduates, had taken matriculation programs. These proportions tended to be upheld for the males, the females, and all of the other subgroups.

Some clear cut differences were found between noncontinuing males and females with regard to the programs they had taken in high school. Half of the noncontinuing boys had graduated from either a general or a vocational program, as compared with only 13.9% of the noncontinuing girls. A great many more girls than boys, on the other hand, had taken business programs. Close to half of the girls and only 11.4% of the boys had been enrolled in such a course.

Attitude Toward Academic Aspect of High School

In general, noncontinuing, interrupting, and continuing students did not differ appreciably with regard to their attitude toward the academic aspect of their high school years. The majority in the three total groups and all of the subgroups tended to evaluate rather positively this aspect of their high school experience. (see Tables 57 to 59) For example, in terms of the total groups, 59.2% of the noncontinuing, 55.1% of the interrupting, and 56.9% of the continuing students indicated either that they were enthusiastic about or interested in the academic side of high school. On the other hand, only 8.3% of the noncontinuing, 8.6% of the interrupting, and 13.9% of the continuing groups said that they disliked this aspect of high school. The proportions indicating

TABLE 57

ATTITUDE OF NONCONTINUING, INTERRUPTING, AND CONTINUING STUDENTS TOWARD THE ACADEMIC ASPECT
OF HIGH SCHOOL (TOTAL GROUPS, MALES, AND FEMALES)

	Total Groups						Males						Females					
	Noncontinuing		Interrupting		Continuing		Noncontinuing		Interrupting		Continuing		Noncontinuing		Interrupting		Continuing	
	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%
Enthusiastic about it	8	6.7	2	3.4	8	5.8	2	4.7	1	3.3	3	5.0	6	7.8	1	3.6	5	6.5
Interested in it	63	52.5	30	51.7	70	51.1	18	41.9	17	56.7	25	41.7	45	58.4	13	46.4	45	58.4
Indifferent to it	35	29.2	16	27.6	37	27.0	19	44.2	10	33.3	21	35.0	16	20.8	6	21.4	16	20.8
Disliked it	10	8.3	5	8.6	19	13.9	3	7.0	1	3.3	10	16.7	7	9.1	4	14.3	9	11.7
Strongly disliked it	1	0.8	2	3.4	1	0.7	-	-	-	-	-	-	1	1.3	2	7.1	1	1.3
Other	3	2.5	3	5.2	2	1.5	1	2.3	1	3.3	1	1.7	2	2.6	2	7.1	1	1.3
Totals	120	100.0	58	100.0	137	100.0	43	100.0	30	100.0	60	100.0	77	100.0	28	100.0	77	100.0
	$\chi^2=7.85$		10d.f.		p=.643		$\chi^2=6.40$		8d.f.		p=.601		$\chi^2=7.97$		10d.f.		p=.631	

TABLE 58

ATTITUDE OF NONCONTINUING, INTERRUPTING, AND CONTINUING STUDENTS TOWARD THE ACADEMIC ASPECT
OF HIGH SCHOOL (LARGE CITY, SMALL CITY AND TOWN, AND RURAL)

	Large City						Small City and Town						Rural					
	Noncontinuing		Interrupting		Continuing		Noncontinuing		Interrupting		Continuing		Noncontinuing		Interrupting		Continuing	
	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%
Enthusiastic about it	3	3.9	1	3.3	4	5.6	4	14.8	0	0.0	2	4.5	1	5.9	1	7.1	2	9.1
Interested in it	42	55.3	14	46.7	36	50.7	13	48.1	10	71.4	22	50.0	8	47.1	6	42.9	12	54.5
Indifferent to it	21	27.6	11	36.7	20	28.2	8	29.6	0	0.0	11	25.0	6	35.3	5	35.7	6	27.3
Disliked it	7	9.2	2	6.7	9	12.7	1	3.7	2	14.3	8	18.2	2	11.8	1	7.1	2	9.1
Strongly disliked it	0	0.0	1	3.3	0	0.0	1	3.7	0	0.0	1	2.3	0	0.0	1	7.1	0	0.0
Other	3	3.9	1	3.3	2	2.8	0	0.0	2	14.3	0	0.0	-	-	-	-	-	-
Totals	76	100.0	30	100.0	71	100.0	27	100.0	14	100.0	44	100.0	17	100.0	14	100.0	22	100.0
	$X^2=7.25$		10d.f.		p=.701		$X^2=22.09$		10d.f.		p=.014		$X^2=3.62$		8d.f.		p=.888	

TABLE 59

ATTITUDE OF NONCONTINUING, INTERRUPTING, AND CONTINUING STUDENTS
TOWARD THE ACADEMIC ASPECT OF HIGH SCHOOL
(SMALL CITY AND TOWN FEMALES)

	Small City and Town Females					
	Noncon- tinuing		Interrupting		Continuing	
	N	%	N	%	N	%
Enthusiastic about it	4	22.2	0	0.0	1	4.0
Interested in it	8	44.4	6	60.0	14	56.0
Indifferent to it	4	22.2	0	0.0	7	28.0
Disliked it	1	5.6	2	20.0	2	8.0
Strongly disliked it	1	5.6	0	0.0	1	4.0
Other	0	0.0	2	20.0	0	0.0
Totals	18	100.0	10	100.0	25	100.0
$\chi^2=18.61$ 10d.f. $p=.045$						

TABLE 60

NONCONTINUING, INTERRUPTING, AND CONTINUING STUDENTS' OVERALL FEELING ABOUT THEIR HIGH SCHOOL EXPERIENCE (TOTAL GROUPS, MALES, AND FEMALES)

	Total Groups						Males						Females					
	Noncontinuing		Interrupting		Continuing		Noncontinuing		Interrupting		Continuing		Noncontinuing		Interrupting		Continuing	
	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%
Really enjoyed high school	55	45.1	23	39.7	52	37.7	13	30.2	12	40.0	11	17.7	42	53.2	11	39.3	41	53.9
High school was "all right"	57	46.7	27	46.6	63	45.7	24	55.8	15	50.0	36	58.1	33	41.8	12	42.9	27	35.5
Felt rather indifferent	2	1.6	3	5.2	11	8.0	1	2.3	2	6.7	9	14.5	1	1.3	1	3.6	2	2.6
Did not enjoy high school	4	3.3	3	5.2	9	6.5	4	9.3	0	0.0	4	6.5	0	0.0	3	10.7	5	6.6
Other	4	3.3	2	3.4	3	2.2	1	2.3	1	3.3	2	3.2	3	3.8	1	3.6	1	1.3
Totals	122	100.0	58	100.0	138	100.0	43	100.0	30	100.0	62	100.0	79	100.0	28	100.0	76	100.0
	$X^2=7.80$		8d.f.		p=.452		$X^2=11.47$		8d.f.		p=.176		$X^2=9.88$		8d.f.		p=.272	

TABLE 61

NONCONTINUING, INTERRUPTING, AND CONTINUING STUDENTS' OVERALL FEELING ABOUT THEIR HIGH SCHOOL EXPERIENCE (LARGE CITY, SMALL CITY AND TOWN, AND RURAL)

	Large City						Small City and Town						Rural					
	Noncontinuing		Interrupting		Continuing		Noncontinuing		Interrupting		Continuing		Noncontinuing		Interrupting		Continuing	
	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%
Really enjoyed high school	30	38.5	10	33.3	24	33.3	16	59.3	6	42.9	17	39.5	9	52.9	7	50.0	11	47.8
High school was "all right"	42	53.8	16	53.3	36	50.0	9	33.3	5	35.7	18	41.9	6	35.3	6	42.9	9	39.1
Felt rather indifferent	2	2.6	2	6.7	4	5.6	0	0.0	1	7.1	4	9.3	0	0.0	0	0.0	3	13.0
Did not enjoy high school	3	3.8	1	3.3	6	8.3	0	0.0	1	7.1	3	7.0	1	5.9	1	7.1	0	0.0
Other	1	1.3	1	3.3	2	2.8	2	7.4	1	7.1	1	2.3	1	5.9	0	0.0	0	0.0
Totals	78	100.0	30	100.0	72	100.0	27	100.0	14	100.0	43	100.0	17	100.0	14	100.0	23	100.0
	$X^2=3.84$		8d.f.		p=.870		$X^2=7.22$		8d.f.		p=.512		$X^2=7.9$		8d.f.		p=.443	

either a positive or a negative view with regard to academics tended to be upheld throughout the subgroups, with the exception of the small city and town students. In this subgroup, significant differences existed among noncontinuing, interrupting, and continuing students. Noncontinuing and interrupting students from small cities and towns tended to evaluate more positively the academic phase of high school. About 63% of the noncontinuing and 71.4% of the interrupting graduates said that they were enthusiastic about or interested in the academic aspect of high school, as compared to 54.5% of the continuing graduates.

Overall Feeling Concerning High School Experience

There were no significant differences among the total groups and the subgroups of noncontinuing, interrupting, and continuing youth in terms of their overall evaluation of their high school experience. (see Tables 60 and 61) The large majority in all three groups tended to have a generally positive evaluation of their high school years. In terms of the total groups, for example, 91.8% of the noncontinuing, 86.3% of the interrupting, and 83.4% of the continuing students said either that they "Really enjoyed high school" or that "High school was all right". Some interesting differences were found between the males and females in the noncontinuing and continuing groups with regard to the proportions reporting that they "Really enjoyed high school". While 53.2% of the noncontinuing girls and 53.9% of the continuing girls checked this response, only 30.2% of the noncontinuing boys and 17.7% of the continuing boys said that they really enjoyed high school. Approximately equal proportions, about 40%, of interrupting males and females checked this response.

Information Concerning Opportunities For Further Education

Significant differences existed among the total groups of non-continuing, interrupting, and continuing students and the female, large city, and large city female subgroups in terms of the question concerning information about post-high school educational opportunities. (see Tables 62 to 64) Generally, substantially high proportions in all three categories had been informed about the opportunities for post-secondary education at some time during high school. However, noncontinuing students tended to be, on the whole, less well informed than were interrupting and continuing students. For example, for the total groups, 74.8% of the noncontinuing, 84.5% of the interrupting, and 89.9% of the continuing graduates said that they had been informed about educational opportunities beyond high school. While roughly equal proportions, about 90%, of continuing males and females had been informed about post-graduation educational possibilities, considerable differences existed between the boys and the girls in the noncontinuing and interrupting groups. That is, the boys tended to be relatively better informed than the girls. About 86% of the noncontinuing boys, as compared with 68.4% of the noncontinuing girls, and 93.3% of the interrupting boys, as compared with 75.0% of the interrupting girls, said that they had been exposed to information concerning educational opportunities beyond the high school level.

It appears that small city and town students in all three groups were particularly well informed. Close to 90% of the noncontinuing, 85.7% of the interrupting, and 93.2% of the continuing students from small cities and towns indicated that they had been informed about post-high school educational opportunities.

Finally, it seems that continuing girls from large cities were very much better informed than were large city noncontinuing and interrupting girls. While 90.2% of the girls who continued their education had been informed about post-high school educational opportunities, only 64.2% of the noncontinuing and 55.6% of the interrupting girls had received such information.

Student's Opinion of the Adequacy of the Guidance Department

There were no significant differences among the total groups, or any of the subgroups of noncontinuing, interrupting, and continuing students in terms of their opinion of the adequacy of their guidance departments in helping most people to decide what to do following high school graduation. (see Tables 65 and 66) In terms of the total groups, 45.5% of the noncontinuing, 47.4% of the interrupting, and 51.1% of the continuing students said that their guidance departments had been either "Of little help" or "No help at all" to most people. The males in the three groups generally were more negative than the females in their evaluation of guidance facilities. Half of the noncontinuing, 60.0% of the interrupting, and 56.4% of the continuing boys said that their guidance departments had been either "Of little help" or "No help at all" to most people. The corresponding percentages for the girls were 43.1%, 33.3%, and 46.8% respectively.

On the more positive side, 38.2% of the noncontinuing, 29.8% of the interrupting, and 34.5% of the continuing groups felt that their guidance departments had been "Quite helpful" in assisting most students to decide what to do following high school graduation.

As can be seen in Table 65, some students checked the "Other" alternative. Virtually all of these students reported that there had

TABLE 65

OPINIONS OF NONCONTINUING, INTERRUPTING, AND CONTINUING STUDENTS CONCERNING THE ADEQUACY
OF THEIR GUIDANCE DEPARTMENTS FOR MOST PEOPLE
(TOTAL GROUPS, MALES, AND FEMALES)

	Total Groups						Males						Females					
	Noncon- tinuing		Interrup- ting		Continu- ing		Noncon- tinuing		Interrup- ting		Continu- ing		Noncon- tinuing		Interrup- ting		Continu- ing	
	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%
Very helpful	10	8.1	4	7.0	7	5.0	3	6.8	0	0.0	1	1.6	7	8.9	4	14.8	6	7.8
Quite helpful	47	38.2	17	29.8	48	34.5	17	38.6	9	30.0	22	35.5	30	38.0	8	29.6	26	33.8
Of little help	40	32.5	20	35.1	51	36.7	16	36.4	14	46.7	25	40.3	24	30.4	6	22.2	26	33.8
No help at all	16	13.0	7	12.3	20	14.4	6	13.6	4	13.3	10	16.1	10	12.7	3	11.1	10	13.0
Other	10	8.1	9	15.8	13	9.4	2	4.5	3	10.0	4	6.5	8	10.1	6	22.2	9	11.7
Totals	123	100.0	57	100.0	139	100.0	44	100.0	30	100.0	62	100.0	79	100.0	27	100.0	77	100.0
	$\chi^2=4.65$		8d.f.		p=.793		$\chi^2=5.31$		8d.f.		p=.723		$\chi^2=4.89$		8d.f.		p=.768	

TABLE 66

OPINIONS OF NONCONTINUING, INTERRUPTING, AND CONTINUING STUDENTS CONCERNING
THE ADEQUACY OF THEIR GUIDANCE DEPARTMENTS FOR MOST PEOPLE
(LARGE CITY, SMALL CITY AND TOWN, AND RURAL)

	Large City						Small City and Town						Rural					
	Noncon- tinuing		Interrupt- ing		Continu- ing		Noncon- tinuing		Interrupt- ing		Continu- ing		Noncon- tinuing		Interrupt- ing		Continu- ing	
	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%
Very helpful	6	7.7	2	6.9	4	5.6	3	11.1	2	14.3	2	4.5	1	5.6	0	0.0	1	4.3
Quite helpful	32	41.0	8	27.6	25	34.7	8	29.6	6	42.9	17	38.6	7	38.9	3	21.4	6	26.1
Of little help	25	32.1	13	44.8	30	41.7	11	40.7	2	14.3	12	27.3	4	22.2	5	35.7	9	39.1
No help at all	11	14.1	5	17.2	10	13.9	2	7.4	0	0.0	9	20.5	3	16.7	2	14.3	1	4.3
Other	4	5.1	1	3.4	3	4.2	3	11.1	4	28.6	4	9.1	3	16.7	4	28.6	6	26.1
Totals	78	100.0	29	100.0	72	100.0	27	100.0	14	100.0	44	100.0	18	100.0	14	100.0	23	100.0
	$X^2=3.06$		8d.f.		p=.930		$X^2=12.10$		8d.f.		p=.146		$X^2=4.77$		8d.f.		p=.781	

been no guidance department in their schools. It is interesting to note that while only about 8% of the noncontinuing and 9% of the continuing groups checked this response, almost 16% of the interrupting students said that there had been no guidance services in their schools.

Individuals in the noncontinuing, interrupting, and continuing groups were also asked to evaluate the adequacy of their guidance departments in assisting them to decide what to do after high school graduation. (see Tables 67 to 69)

Only the large city females in the three groups differed significantly in their evaluations. In terms of the total groups, 60.2% of the noncontinuing, 54.5% of the interrupting, and 54.6% of the continuing graduates claimed that their guidance departments had been either "Of little help" or "No help at all" in assisting them to decide what to do after high school graduation. While the proportions of noncontinuing males and females checking these two responses were about the same as that for the total group of noncontinuing students, considerable differences were found to exist between interrupting and continuing boys and girls. Exactly 60% of the interrupting boys, as compared with 48.1% of the interrupting girls, and 58.0% of the continuing boys, as compared with 52.0% of the continuing girls, reported that their guidance services had been of little or no help to them in deciding what to do after graduation.

Only 22.0% of the noncontinuing, 17.5% of the interrupting, and 20.1% of the continuing groups said that their guidance department had been "Quite helpful" to them.

Finally, noncontinuing large city females had a relatively more negative view of their guidance services than did interrupting or continuing large city females. For example, 68.6% of the noncontinuing,

TABLE 67

OPINIONS OF NONCONTINUING, INTERRUPTING, AND CONTINUING STUDENTS CONCERNING THE
ADEQUACY OF THEIR GUIDANCE DEPARTMENTS FOR THEMSELVES
(TOTAL GROUPS, MALES, AND FEMALES)

	Total Groups						Males						Females					
	Noncon- tinuing		Interrupt- ing		Continu- ing		Noncon- tinuing		Interrupt- ing		Continu- ing		Noncon- tinuing		Interrupt- ing		Continu- ing	
	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%
Very helpful	4	3.3	3	5.3	3	2.2	2	4.5	1	3.3	1	1.6	2	2.5	2	7.4	2	2.6
Quite helpful	27	22.0	10	17.5	28	20.1	12	27.3	5	16.7	11	17.7	15	19.0	5	18.5	17	22.1
Of little help	45	36.6	18	31.6	48	34.5	15	34.1	9	30.0	19	30.6	30	38.0	9	33.3	29	37.7
No help at all	29	23.6	13	22.8	28	20.1	11	25.0	9	30.0	17	27.4	18	22.8	4	14.8	11	14.3
Did not consult	14	11.4	5	8.8	17	12.2	3	6.8	4	13.3	10	16.1	11	13.9	1	3.7	7	9.1
Other	4	3.3	8	14.0	15	10.8	1	2.3	2	6.7	4	6.5	3	3.8	6	22.2	11	14.3
Totals	123	100.0	57	100.0	139	100.0	44	100.0	30	100.0	62	100.0	79	100.0	27	100.0	77	100.0
	$\chi^2=9.64$		10d.f.		p=.472		$\chi^2=5.34$		10d.f.		p=.867		$\chi^2=13.60$		10d.f.		p=.191	

TABLE 68

OPINIONS OF NONCONTINUING, INTERRUPTING, AND CONTINUING STUDENTS CONCERNING THE
ADEQUACY OF THEIR GUIDANCE DEPARTMENTS FOR THEMSELVES
(LARGE CITY, SMALL CITY AND TOWN, AND RURAL)

	Large City						Small City and Town						Rural																	
	Noncon- tinuing		Interrupt- ing		Continu- ing		Noncon- tinuing		Interrupt- ing		Continu- ing		Noncon- tinuing		Interrupt- ing		Continu- ing													
	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%												
Very helpful Quite helpful Of little help No help at all Did not consult Other	2	2.6	2	6.9	2	2.8	2	7.4	1	7.1	1	2.3	-	-	-	-	-	-												
	16	20.5	5	17.2	15	20.8	7	25.9	2	14.3	9	20.5	4	22.2	3	21.4	4	17.4												
	30	38.5	8	27.6	27	37.5	9	33.3	6	42.9	13	29.5	6	33.3	4	28.6	8	34.8												
	22	28.2	9	31.0	13	18.1	4	14.8	1	7.1	10	22.7	3	16.7	3	21.4	5	21.7												
	8	10.3	5	17.2	10	13.9	2	7.4	0	0.0	7	15.9	4	22.2	0	0.0	0	0.0												
Totals	0	0.0	0	0.0	5	6.9	3	11.1	4	28.6	4	9.1	1	5.6	4	28.6	6	26.1												
	78	100.0	29	100.0	72	100.0	27	100.0	14	100.0	44	100.0	18	100.0	14	100.0	23	100.0												
	$\chi^2=12.67$						10d.f.						$\chi^2=10.11$						$\chi^2=11.43$						8d.f.		p=.178			
													$\chi^2=.242$						p=.430											

TABLE 69

OPINIONS OF NONCONTINUING, INTERRUPTING, AND CONTINUING STUDENTS CONCERNING THE ADEQUACY OF THEIR GUIDANCE DEPARTMENTS FOR THEMSELVES
(LARGE CITY FEMALES)

	Large City Females					
	Noncontinuing		Interrupting		Continuing	
	N	%	N	%	N	%
Very helpful	1	2.0	1	12.5	1	2.4
Quite helpful	7	13.7	1	12.5	10	24.4
Of little help	20	39.2	3	37.5	22	53.7
No help at all	15	29.4	2	25.0	2	4.9
Did not consult	8	15.7	1	12.5	3	7.3
Other	0	0.0	0	0.0	3	7.3
Totals	51	100.0	8	100.0	41	100.0
$\chi^2=18.38$						$10d.f.$ $p=.048$

62.5% of the interrupting, and 58.6% of the continuing large city girls claimed that their guidance departments had been of little or no help to them.

With regard to the figures quoted above, it is interesting to observe that students in all three groups generally considered their guidance department to be more helpful to other people than to themselves.

Staff Encouragement

Definite differences existed between noncontinuing, interrupting, and continuing students in terms of the amount of encouragement they had received from school staff to continue their education following high school graduation. Although only the total groups and the female, large city, and large city female subgroups differed significantly in the amounts of encouragement they received, differences in the remaining subgroups, although not as pronounced, were notable. (see Tables 70 to 72)

In general, it seems that noncontinuing students did not receive nearly as much staff encouragement to attend post-secondary school as did students who interrupted or continued their education. By the same token, interrupting graduates received less encouragement to go on than did continuing graduates. In terms of the total groups, 34.1% of the noncontinuing, 53.4% of the interrupting, and 64.0% of the continuing students said that they had received either "A great deal" or a "Fair amount" of encouragement.

Among the males, 38.7% of the noncontinuing, 60.0% of the interrupting, and 62.9% of the continuing boys reported that they had received either "A great deal" or a "Fair amount" of staff encouragement to continue their education at a post-secondary institution. The corresponding percentages for the girls were 31.6%, 46.4%, and 65.0% respectively.

TABLE 70

AMOUNT OF STAFF ENCOURAGEMENT GIVEN NONCONTINUING, INTERRUPTING, AND CONTINUING STUDENTS (TOTAL GROUPS, MALES, AND FEMALES)

	Total Groups						Males						Females					
	Noncontinuing		Interrupting		Continuing		Noncontinuing		Interrupting		Continuing		Noncontinuing		Interrupting		Continuing	
	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%
A great deal	16	13.0	10	17.2	31	22.3	5	11.4	3	10.0	11	17.7	11	13.9	7	25.0	20	26.0
A fair amount	26	21.1	21	36.2	58	41.7	12	27.3	15	50.0	28	45.2	14	17.7	6	21.4	30	39.0
A little	46	37.4	18	31.0	32	23.0	19	43.2	7	23.3	12	19.4	27	34.2	11	39.3	20	26.0
None	34	27.6	8	13.8	17	12.2	7	15.9	4	13.3	11	17.7	27	34.2	4	14.3	6	7.8
Other	1	0.8	1	1.7	1	0.7	1	2.3	1	3.3	0	0.0	0	0.0	0	0.0	1	1.3
Totals	123	100.0	58	100.0	139	100.0	44	100.0	30	100.0	62	100.0	79	100.0	28	100.0	77	100.0
	$X^2=26.08$		8d.f.		p=.001		$X^2=11.66$		8d.f.		p=.166		$X^2=26.82$		8d.f.		p.000	

TABLE 71

AMOUNT OF STAFF ENCOURAGEMENT GIVEN NONCONTINUING, INTERRUPTING, AND CONTINUING STUDENTS (LARGE CITY, SMALL CITY AND TOWN, AND RURAL)

	Large City						Small City and Town						Rural					
	Noncon- tinuing		Interrup- ting		Continu- ing		Noncon- tinuing		Interrup- ting		Continu- ing		Noncon- tinuing		Interrup- ting		Continu- ing	
	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%
A great deal	4	5.1	6	20.0	15	20.8	6	22.2	3	21.4	7	15.9	6	33.3	1	7.1	9	39.1
A fair amount	14	17.9	10	33.3	21	29.2	7	25.9	4	28.6	27	61.4	5	27.8	7	50.0	10	43.5
A little	34	43.6	8	26.7	25	34.7	8	29.6	4	28.6	4	9.1	4	22.2	6	42.9	3	13.0
None	25	32.1	5	16.7	11	15.3	6	22.2	3	21.4	5	11.4	3	16.7	0	0.0	1	4.3
Other	1	1.3	1	3.3	0	0.0	0	0.0	0	0.0	1	2.3	-	-	-	-	-	-
Totals	78	100.0	30	100.0	72	100.0	27	100.0	14	100.0	44	100.0	18	100.0	14	100.0	23	100.0
	$\chi^2=19.73$ 8d.f. p=.011						$\chi^2=13.06$ 8d.f. p=.109						$\chi^2=11.08$ 6d.f. p=.085					

TABLE 72

AMOUNT OF STAFF ENCOURAGEMENT GIVEN NONCONTINUING, INTERRUPTING, AND
CONTINUING STUDENTS (LARGE CITY FEMALES)

	Large City Females					
	Noncon- tinuing		Interrup- ting		Continu- ing	
	N	%	N	%	N	%
A great deal	3	5.9	4	44.4	11	26.8
A fair amount	9	17.6	1	11.1	11	26.8
A little	20	39.2	2	22.2	16	39.0
None	19	37.3	2	22.2	3	7.3
Other	-	-	-	-	-	-
Totals	51	100.0	9	100.0	41	100.0
$\chi^2=20.09$						$6d.f.$ $p=.002$

Among the rural subgroup, it appears that noncontinuing individuals received considerably more encouragement to continue than did individuals from other subgroups. Just over 60% of rural noncontinuing students, as compared with 57.1% of the interrupting and 82.6% of the continuing students, indicated that they had received either "A great deal" or a "Fair amount" of encouragement. It should be remembered, however, that these percentages are based on relatively small numbers of people.

Some interesting differences existed between noncontinuing, interrupting, and continuing students in terms of the sources of the encouragement they received to attend post-secondary school. While the teachers generally tended to be most frequently mentioned by all three groups, interrupting and continuing students tended to mention them more frequently than noncontinuing students as the source of the most encouragement. (see Tables 73 and 74) In terms of the total groups, 45.0% of the noncontinuing, 65.2% of the interrupting, and 59.5% of the continuing graduates said that the teachers were the source of the most encouragement. Considerably more noncontinuing than interrupting or continuing students, on the other hand, mentioned the school counsellor as the source from which the greatest amount of encouragement was received. For the total groups, 38.7% of the noncontinuing students, as compared with 26.1% of the interrupting and only 18.9% of the continuing students, said that the counsellors had been their primary source of encouragement.

The noncontinuing students from large cities differed from the total group of graduates who did not continue. The majority of noncontinuing students from large cities reported that the school counsellor, rather than the teachers, had been their primary source of encouragement.

TABLE 73

SOURCE OF MOST ENCOURAGEMENT GIVEN NONCONTINUING, INTERRUPTING, AND CONTINUING STUDENTS (TOTAL GROUPS, MALES, AND FEMALES)

	Total Groups						Males						Females					
	Noncontinuing		Interrupting		Continuing		Noncontinuing		Interrupting		Continuing		Noncontinuing		Interrupting		Continuing	
	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%
School principal	8	10.0	3	6.5	9	8.1	2	6.2	0	0.0	4	8.2	6	12.5	3	14.3	5	8.1
School counsellor	31	38.7	12	26.1	21	18.9	13	40.6	8	32.0	8	16.3	18	37.5	4	19.0	13	21.0
Teachers	36	45.0	30	65.2	66	59.5	15	46.9	17	68.0	33	67.3	21	43.8	13	61.9	33	53.2
Other	5	6.2	1	2.2	15	13.5	2	6.2	0	0.0	4	8.2	3	6.2	1	4.8	11	17.7
Totals	80	100.0	46	100.0	111	100.0	32	100.0	25	100.0	49	100.0	48	100.0	21	100.0	62	100.0
	$\chi^2=15.55$ 6d.f. p=.016						$\chi^2=9.95$ 6d.f. p=.126						$\chi^2=9.25$ 6d.f. p=.159					

TABLE 74

SOURCE OF MOST ENCOURAGEMENT GIVEN NONCONTINUING, INTERRUPTING, AND CONTINUING STUDENTS (LARGE CITY, SMALL CITY AND TOWN, AND RURAL)

	Large City						Small City and Town						Rural																							
	Noncon- tinuing		Interrupt- ing		Continu- ing		Noncon- tinuing		Interrupt- ing		Continu- ing		Noncon- tinuing		Interrupt- ing		Continu- ing																			
	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%																		
School principal	1	2.2	0	0.0	1	1.9	3	15.8	1	9.1	6	15.8	4	26.7	2	16.7	2	10.0																		
	25	54.3	8	34.8	13	24.5	5	26.3	2	18.2	7	18.4	1	6.7	2	16.7	1	5.0																		
School counsellor	19	41.3	14	60.9	30	56.6	9	47.4	8	72.7	22	57.9	8	53.3	8	66.7	14	70.0																		
	1	2.2	1	4.3	9	17.0	2	10.5	0	0.0	3	7.9	2	13.3	0	0.0	3	15.0																		
Totals	46	100.0	23	100.0	53	100.0	19	100.0	11	100.0	38	100.0	15	100.0	12	100.0	20	100.0																		
	$\chi^2=14.60$ 6d.f.						p=.023						$\chi^2=2.57$ 6d.f.						p=.860						$\chi^2=4.81$ 6d.f.						p=.567					

The percentage of students reporting counsellors as the main source of encouragement was 54.3% and the percentage reporting teachers as the main source was 41.3%.

In the tables for this factor, it can be seen that some individuals checked the "Other" category. Virtually all of these students reported that they had received most of their encouragement from a combination of school staff.

Participation in Extra Curricular Activities

In general, considerable differences were found to exist between noncontinuing students and students who interrupted or continued their education in terms of the extent to which they participated in extra-curricular activities. (see Tables 75 and 76) The response distributions of the total groups and the female and rural subgroups to the extra-curricular activity item were significantly different. Furthermore, the trend established in these different distributions tended to prevail in the distributions of the remaining subgroups.

The noncontinuing students apparently did not participate as extensively in extra-curricular activities as did students in the other groups. For the total groups, 33.4% of the noncontinuing, 51.8% of the interrupting, and 54.0% of the continuing students indicated either that they spent "A great deal of time" or "A lot of time" on extra-curricular activities. The proportions of noncontinuing males and females checking either of these responses were approximately the same as that for the total group of noncontinuing students. However, considerable differences existed between interrupting and continuing males and females. The males in both groups participated a good deal less than the females in extra-curricular activities. About 43% of the interrupting boys, as compared

TABLE 75

AMOUNT OF TIME SPENT BY NONCONTINUING, INTERRUPTING, AND CONTINUING STUDENTS ON
EXTRA-CURRICULAR ACTIVITIES (TOTAL GROUPS, MALES, AND FEMALES)

	Total Groups						Males						Females												
	Noncon- tinuing		Interrup- ting		Continu- ing		Noncon- tinuing		Interrup- ting		Continu- ing		Noncon- tinuing		Interrup- ting		Continu- ing								
	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%							
A great deal of time Quite a lot of time Not much time Little or no time Other	8	6.7	11	19.0	26	18.7	3	6.8	4	13.3	10	16.1	5	6.6	7	25.0	16	20.8							
	32	26.7	19	32.8	49	35.3	12	27.3	9	30.0	20	32.3	20	26.3	10	35.7	29	37.7							
	43	35.8	20	34.5	32	23.0	15	34.1	11	36.7	14	22.6	28	36.8	9	32.1	18	23.4							
	36	30.0	8	13.8	32	23.0	13	29.5	6	20.0	18	29.0	23	30.3	2	7.1	14	18.2							
	1	0.8	0	0.0	0	0.0	1	2.3	0	0.0	0	0.0	-	-	-	-	-	-							
Totals	120	100.0	58	100.0	139	100.0	44	100.0	30	100.0	62	100.0	76	100.0	28	100.0	77	100.0							
$\chi^2=19.28$						8d.f.						$\chi^2=6.69$						$\chi^2=16.63$						p=.010	
						p=.013						$\chi^2=2$						8d.f.						6d.f.	

TABLE 76

AMOUNT OF TIME SPENT BY NONCONTINUING, INTERRUPTING, AND CONTINUING STUDENTS ON
EXTRA-CURRICULAR ACTIVITIES (LARGE CITY, SMALL CITY AND TOWN, AND RURAL)

	Large City						Small City and Town						Rural																
	Noncon- tinuing		Interrup- ting		Continu- ing		Noncon- tinuing		Interrup- ting		Continu- ing		Noncon- tinuing		Interrup- ting		Continu- ing												
	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%											
A great deal of time	4	5.3	4	13.3	10	13.9	3	11.1	3	21.4	12	27.3	1	5.6	4	28.6	4	17.4											
Quite a lot of time	18	24.0	12	40.0	22	30.6	8	29.6	3	21.4	14	31.8	6	33.3	4	28.6	13	56.5											
Not much time	23	30.7	8	26.7	18	25.0	11	40.7	8	57.1	13	29.5	9	50.0	4	28.6	1	4.3											
Little or no time	29	38.7	6	20.0	22	30.6	5	18.5	0	0.0	5	11.4	2	11.1	2	14.3	5	21.7											
Other	1	1.3	0	0.0	0	0.0	-	-	-	-	-	-	-	-	-	-	-	-											
Totals	75	100.0	30	100.0	72	100.0	27	100.0	14	100.0	44	100.0	18	100.0	14	100.0	23	100.0											
$\chi^2=9.14$						8d.f.						$\chi^2=7.40$						$\chi^2=13.74$						$\chi^2=13.74$		6d.f.		p=.032	
p=.330						p=.285						6d.f.						p=.285											

with 60.7% of the interrupting girls, and 48.4% of the continuing boys, as compared with 58.5% of the continuing girls, said that they had spent either a lot or a considerable amount of time in extra-curricular activities.

Influence of Friends

Highly significant differences were found between noncontinuing, interrupting, and continuing students in terms of the numbers of their close friends who continued their education immediately following high school graduation. (see Tables 77 to 79) It seems that noncontinuing graduates generally had the fewest number of close friends who continued their education, while continuing students had the largest number of close friends who also continued. Interrupting graduates tended to have an intermediate number of close friends who attended post-secondary school immediately after graduating from high school.

In terms of the total groups, 23.0% of the noncontinuing students, as compared to 44.8% of the interrupting and 62.4% of the continuing students, reported that nearly all or most of their close friends had continued their education. About 28% of the noncontinuing boys, 43.3% of the interrupting boys, and 56.5% of the continuing boys said that nearly all or most of their close friends had continued their education. The corresponding percentages for the females were 20.3%, 46.4%, and 67.1% respectively.

Great differences generally existed between noncontinuing graduates and graduates who interrupted or continued their education in terms of the distributions of their responses to the question, "Did the decision of your close friends influence the decision you made concerning post-high school plans?" The noncontinuing individuals were apparently

TABLE 77

RESPONSES OF NONCONTINUING, INTERRUPTING, AND CONTINUING STUDENTS TO: DID MANY OF YOUR
CLOSE FRIENDS CONTINUE THEIR EDUCATION IMMEDIATELY AFTER HIGH SCHOOL
GRADUATION? (TOTAL GROUPS, MALES, AND FEMALES)

	Total Groups						Males						Females					
	Noncon- tinuing		Interrupt- ing		Continu- ing		Noncon- tinuing		Interrupt- ing		Continu- ing		Noncon- tinuing		Interrupt- ing		Continu- ing	
	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%
Nearly all	15	12.3	13	22.4	59	42.8	8	18.6	7	23.3	23	37.1	7	8.9	6	21.4	36	47.4
Most	13	10.7	13	22.4	27	19.6	4	9.3	6	20.0	12	19.4	9	11.4	7	25.0	15	19.7
A consider- able number	28	23.0	15	25.9	18	13.0	12	27.9	9	30.0	12	19.4	16	20.3	6	21.4	6	7.9
Few	39	32.0	9	15.5	21	15.2	15	34.9	5	16.7	10	16.1	24	30.4	4	14.3	11	14.5
Nearly none	25	20.5	8	13.8	12	8.7	3	7.0	3	10.0	4	6.5	22	27.8	5	17.9	8	10.5
Other	2	1.6	0	0.0	1	0.7	1	2.3	0	0.0	1	1.6	1	1.3	0	0.0	0	0.0
Totals	122	100.0	58	100.0	138	100.0	43	100.0	30	100.0	62	100.0	79	100.0	28	100.0	76	100.0
	$\chi^2=49.28$		10d.f.		p=.000		$\chi^2=12.12$		10d.f.		p=.277		$\chi^2=42.12$		10d.f.		p=.000	

TABLE 78

RESPONSES OF NONCONTINUING, INTERRUPTING, AND CONTINUING STUDENTS TO: DID MANY OF YOUR
CLOSE FRIENDS CONTINUE THEIR EDUCATION IMMEDIATELY AFTER HIGH SCHOOL
GRADUATION? (LARGE CITY, SMALL CITY AND TOWN, AND RURAL)

	Large City						Small City and Town						Rural					
	Noncon- tinuing		Interrupt- ing		Continu- ing		Noncon- tinuing		Interrupt- ing		Continu- ing		Noncon- tinuing		Interrupt- ing		Continu- ing	
	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%
Nearly all	6	7.7	8	26.7	34	47.2	7	26.9	2	14.3	19	43.2	2	11.1	3	21.4	6	27.3
Most	11	14.1	4	13.3	12	16.7	0	0.0	6	42.9	8	18.2	2	11.1	3	21.4	7	31.8
A consider- able number	16	20.5	10	33.3	8	11.1	7	26.9	4	28.6	7	15.9	5	27.8	1	7.1	3	13.6
Few	25	32.1	4	13.3	8	11.1	9	34.6	1	7.1	8	18.2	5	27.8	4	28.6	5	22.7
Nearly none	18	23.1	4	13.3	10	13.9	3	11.5	1	7.1	2	4.5	4	22.2	3	21.4	0	0.0
Other	2	2.6	0	0.0	0	0.0	-	-	-	-	-	-	0	0.0	0	0.0	1	4.5
Totals	78	100.0	30	100.0	72	100.0	26	100.0	14	100.0	44	100.0	18	100.0	14	100.0	22	100.0
	$\chi^2=41.59$		10d.f.		p = .000		$\chi^2=19.38$		8d.f.		p = .012		$\chi^2=11.83$		10d.f.		p = .296	

TABLE 79

RESPONSES OF NONCONTINUING, INTERRUPTING, AND CONTINUING STUDENTS TO: DID MANY OF YOUR
CLOSE FRIENDS CONTINUE THEIR EDUCATION IMMEDIATELY AFTER HIGH SCHOOL GRADUATION?
(LARGE CITY FEMALES, AND SMALL CITY AND TOWN FEMALES)

	Large City Females						Small City and Town Females					
	Noncontinuing			Interrupting			Noncontinuing			Interrupting		
	N	%		N	%		N	%		N	%	
Nearly all	2	3.9		3	33.3		3	16.7		2	20.0	
Most	7	13.7		0	0.0		0	0.0		4	40.0	
A considerable number	10	19.6		4	44.4		5	27.8		2	20.0	
Few	16	31.4		1	11.1		7	38.9		1	10.0	
Nearly none	15	29.4		1	11.1		3	16.7		1	10.0	
Other	1	2.0		0	0.0		-	-		-	-	
Totals	51	100.0		9	100.0		18	100.0		10	100.0	
$\chi^2 = 30.28$						$\chi^2 = 19.77$						$p = .011$
10d.f.						8d.f.						

TABLE 80

INFLUENCE OF FRIENDS UPON THE DECISIONS MADE BY NONCONTINUING, INTERRUPTING,
AND CONTINUING STUDENTS CONCERNING POST-HIGH SCHOOL PLANS
(TOTAL GROUPS, MALES, AND FEMALES)

	Total Groups						Males						Females						
	Noncon- tinuing		Interrup- ting		Continu- ing		Noncon- tinuing		Interrup- ting		Continu- ing		Noncon- tinuing		Interrup- ting		Continu- ing		
	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%	
Greatly influenced	0	0.0	0	0.0	2	1.4	-	-	-	-	-	-	0	0.0	0	0.0	2	2.6	
Considerably influenced	5	4.1	7	12.1	18	12.9	0	0.0	4	13.3	11	17.7	5	6.4	3	10.7	7	9.1	
Slightly influenced	17	14.0	16	27.6	41	29.5	7	16.3	9	30.0	19	30.6	10	12.8	7	25.0	22	28.6	
Not influenced at all	99	81.8	35	60.3	78	56.1	36	83.7	17	56.7	32	51.6	63	80.8	18	64.3	46	59.7	
Totals	121	100.0	58	100.0	139	100.0	43	100.0	30	100.0	62	100.0	78	100.0	28	100.0	77	100.0	
$\chi^2=22.46$						$\chi^2=14.03$						$\chi^2=10.66$						$p=.099$	
6d.f.						4d.f.						6d.f.						$p=.007$	

TABLE 81

INFLUENCE OF FRIENDS UPON THE DECISIONS MADE BY NONCONTINUING, INTERRUPTING,
AND CONTINUING STUDENTS CONCERNING POST-HIGH SCHOOL PLANS
(LARGE CITY, SMALL CITY AND TOWN, AND RURAL)

	Large City						Small City and Town						Rural					
	Noncon- tinuing		Interrupt- ing		Continu- ing		Noncon- tinuing		Interrupt- ing		Continu- ing		Noncon- tinuing		Interrupt- ing		Continu- ing	
	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%
Greatly influenced Considerably influenced	0	0.0	0	0.0	1	1.4	-	-	-	-	-	-	0	0.0	0	0.0	1	4.3
	2	2.6	4	13.3	10	13.9	1	3.8	2	14.3	7	15.9	2	11.1	1	7.1	1	4.3
	9	11.7	8	26.7	16	22.2	6	23.1	3	21.4	14	31.8	2	11.1	5	35.7	11	47.8
Not influenced at all	66	85.7	18	60.0	45	62.5	19	73.1	9	64.3	23	52.3	14	77.8	8	57.1	10	43.5
Totals	77	100.0	30	100.0	72	100.0	26	100.0	14	100.0	44	100.0	18	100.0	14	100.0	23	100.0
	$\chi^2=14.64$ 6d.f. p=.023						$\chi^2=3.95$ 4d.f. p=.412						$\chi^2=8.28$ 6d.f. p=.218					

TABLE 82

INFLUENCE OF FRIENDS UPON THE DECISIONS MADE BY NONCONTINUING, INTERRUPTING, AND CONTINUING STUDENTS CONCERNING POST-HIGH SCHOOL PLANS (LARGE CITY MALES, SMALL CITY AND TOWN MALES, AND LARGE CITY FEMALES)

	Large City Males				Small City and Town Males				Large City Females			
	Noncontinuing		Interrupting		Noncontinuing		Interrupting		Noncontinuing		Interrupting	
	N	%	N	%	N	%	N	%	N	%	N	%
Greatly influenced	-	-	-	-	-	-	-	-	0	0.0	0	0.0
Considerably influenced	0	0.0	2	9.5	8	25.8	0	0.0	2	4.0	2	22.2
Slightly influenced	4	14.8	7	33.3	4	12.9	1	12.5	5	10.0	1	11.1
Not influenced at all	23	85.2	12	57.1	19	61.3	7	87.5	43	86.0	6	66.7
Totals	27	100.0	21	100.0	31	100.0	8	100.0	50	100.0	9	100.0
	$\chi^2=12.67$ 4d.f. p=.012				$\chi^2=10.33$ 4d.f. p=.035				$\chi^2=12.33$ 6d.f. p=.054			

much less influenced by their close friends than were interrupting and continuing individuals. (see Tables 80 to 82) In terms of the total groups, 81.8% of the noncontinuing, 60.3% of the interrupting, and 56.1% of the continuing students said that they had not been influenced at all by their close friends in making their post-high school plans. For the males in the three groups, 83.7% of the noncontinuing, as compared to 56.7% of the interrupting and 51.6% of the continuing boys, said that they had not been influenced at all by their close friends. The corresponding percentages for the girls in the three groups were 80.8%, 64.3%, and 59.7% respectively.

While the proportions of noncontinuing males and females indicating that they had either been considerably influenced or slightly influenced by their close friends were about equal, fairly substantial differences occurred among the boys and the girls in the interrupting and continuing groups. It seems that the boys were more influenced by their close friends than were girls. For example, 43.3% of the interrupting boys, as compared to 35.7% of the interrupting girls, indicated that they had been greatly or slightly influenced by their close friends in making their post-high school plans.

Discussion

One of the most important findings with regard to the school related factors was that substantial numbers of noncontinuing, interrupting, and continuing graduates claimed that their guidance departments had been of little or no help in assisting to decide what to do following high school graduation. It seems that this attitude probably arose not so much from a lack of information concerning post-high school educational

opportunities as it did from an apparent lack of interest in the students as individual human beings. In addition to being told in a straightforward way what the possibilities for continuing with education beyond the high school level are, students seem to want counsellors and teachers alike to first take an interest in them as people and, secondly, to make them aware of the opportunities for further education. This need for individual, human attention was emphatically pointed out by a student who delayed entry into a post-secondary institution. Concerning the role of the guidance department, he said:

I would like to see the guidance department changed so that the counsellors treat you more like an individual. I would like to see them become more interested with your problems, your present situation, and your future plans instead of being treated like a registered number with a future plan of a, b or c. I feel this would help a great many students in coming closer to deciding what they are going to do after graduation.

Referring more generally to counsellors and teachers, a student who did not attend post-secondary school remarked:

I sincerely feel that if more stress was put on the importance of having interested counsellors and teachers, the teenagers of today would find school twenty times as interesting and I am sure that many, many more would decide to go to university or some other form of higher education.

4. The Financial Factor

Influence of Money in the Decision Concerning Post-Secondary School

Noncontinuing and interrupting students were asked if a lack of money had kept them from continuing their education immediately after high school graduation. No significant difference was found to exist between the two groups in terms of their responses to this question. Generally, the majority of both the noncontinuing and the interrupting students indicated that a lack of finances had not prevented

them from attending post-secondary school. (see Tables 83 and 84) For the total groups, 73.0% of the noncontinuing and 68.4% of the interrupting students responded in this way. The noncontinuing males and females did not differ greatly in terms of their responses, with 75.0% of the boys and 71.8% of the girls claiming that a lack of money had not prevented them from continuing their education. Considerable differences were found, however, between interrupting males and females, with 76.7% of the boys and 59.3% of the girls reporting that the financial factor was not responsible for their not continuing at a post-secondary institution following high school graduation.

Individuals in the noncontinuing and interrupting groups were asked to indicate the extent to which they could have managed financially had they decided to attend post-secondary school. A rather surprisingly large number of students said that they would not have had too much difficulty in financing further education. (see Tables 85 and 86) In terms of the total groups, 43.8% of the noncontinuing and 44.8% of the interrupting students reported either that they "Could have managed easily" or that they "Could have managed without too much difficulty". Considerable differences existed between the boys and girls in the two groups. Just over half of the noncontinuing boys, as compared with 39.2% of the noncontinuing girls, and 53.3% of the interrupting boys, as compared with 35.7% of the interrupting girls, said either that they "Could have managed easily" or that they "Could have managed without too much difficulty".

It is interesting to compare the extent to which noncontinuing and interrupting students could have managed to finance further education with the extent to which continuing students actually did manage to pay

TABLE 83

RESPONSES OF NONCONTINUING AND INTERRUPTING STUDENTS TO: DID A LACK OF MONEY AT THE TIME
KEEP YOU FROM CONTINUING YOUR EDUCATION RIGHT AFTER HIGH SCHOOL?
(TOTAL GROUPS, MALES, AND FEMALES)

	Total Groups			Males			Females		
	Noncontinuing		Interrupting	Noncontinuing		Interrupting	Noncontinuing		Interrupting
	N	%		N	%		N	%	
Yes	33	27.0	18	11	25.0	7	22	28.2	11
No	89	73.0	39	33	75.0	23	56	71.8	16
Totals	122	100.0	57	44	100.0	30	78	100.0	27
$\chi^2 = .39$			1 d.f.	$p = .531$	$\chi^2 = .02$			1 d.f.	$p = .869$
					$\chi^2 = 1.46$			1 d.f.	$p = .226$

TABLE 84

RESPONSES OF NONCONTINUING AND INTERRUPTING STUDENTS TO: DID A LACK OF MONEY AT THE TIME
KEEP YOU FROM CONTINUING YOUR EDUCATION RIGHT AFTER HIGH SCHOOL?
(LARGE CITY, SMALL CITY AND TOWN, AND RURAL)

	Large City			Small City and Town			Rural		
	Noncontinuing		Interrupting	Noncontinuing		Interrupting	Noncontinuing		Interrupting
	N	%		N	%		N	%	
Yes	17	22.1	6	9	33.3	6	7	38.9	6
No	60	77.9	23	18	66.7	8	11	61.1	8
Totals	77	100.0	29	27	100.0	14	18	100.0	14
$\chi^2 = .02$			1 d.f.	$p = .877$	$\chi^2 = .36$			1 d.f.	$p = .548$
					$\chi^2 = .05$			1 d.f.	$p = .820$

TABLE 85

RESPONSES OF NONCONTINUING AND INTERRUPTING STUDENTS TO: COULD YOU HAVE MANAGED FINANCIALLY IF YOU HAD DECIDED TO CONTINUE YOUR EDUCATION IMMEDIATELY AFTER HIGH SCHOOL? (TOTAL GROUPS, MALES, AND FEMALES)

	Total Groups				Males				Females			
	Noncontinuing		Interrupting		Noncontinuing		Interrupting		Noncontinuing		Interrupting	
	N	%	N	%	N	%	N	%	N	%	N	%
Could have managed easily	17	14.0	5	8.6	8	19.0	3	10.0	9	11.4	2	7.1
Could have managed without too much difficulty	36	29.8	21	36.2	14	33.3	13	43.3	22	27.8	8	28.6
Would have involved many sacrifices	37	30.6	16	27.6	11	26.2	7	23.3	26	32.9	9	32.1
Could not have afforded it	28	23.1	14	24.1	7	16.7	5	16.7	21	26.6	9	32.1
Other	3	2.5	2	3.4	2	4.8	2	6.7	1	1.3	0	0.0
Totals	121	100.0	58	100.0	42	100.0	30	100.0	79	100.0	28	100.0

TABLE 86

RESPONSES OF NONCONTINUING AND INTERRUPTING STUDENTS TO: COULD YOU HAVE MANAGED FINANCIALLY IF YOU HAD DECIDED TO CONTINUE YOUR EDUCATION IMMEDIATELY AFTER HIGH SCHOOL? (LARGE CITY, SMALL CITY AND TOWN, AND RURAL)

	Large City				Small City and Town				Rural			
	Noncon- tinuing		Interrup- ting		Noncon- tinuing		Interrup- ting		Noncon- tinuing		Interrup- ting	
	N	%	N	%	N	%	N	%	N	%	N	%
Could have managed easily Could have managed with- out too much difficulty Would have involved many sacrifices Could not have afforded it Other	11	14.3	3	10.0	3	11.5	2	14.3	3	16.7	0	0.0
	26	33.8	13	43.3	7	26.9	4	28.6	3	16.7	4	28.6
	21	27.3	9	30.0	7	26.9	4	28.6	9	50.0	3	21.4
	17	22.1	3	10.0	8	30.8	4	28.6	3	16.7	7	50.0
	2	2.6	2	6.7	1	3.8	0	0.0	-	-	-	-
Totals	77	100.0	30	100.0	26	100.0	14	100.0	18	100.0	14	100.0
$\chi^2=3.54$ 4d.f. p=.471				$\chi^2=.62$ 4d.f. p=.960				$\chi^2=9.03$ 6d.f. p=.171				

TABLE 87
EXTENT TO WHICH CONTINUING STUDENTS MANAGED AFTER HIGH
SCHOOL TO FINANCE FURTHER EDUCATION

	Total Groups		Males		Females		Large City		Small City and Town		Rural	
	N	%	N	%	N	%	N	%	N	%	N	%
Easily	53	39.0	24	39.3	29	38.7	32	45.7	15	34.9	6	26.1
Without too much difficulty	59	43.4	25	41.0	34	45.3	27	38.6	21	38.8	11	47.8
Had to make many sacrifices	19	14.0	11	18.0	8	10.7	9	12.9	6	14.0	4	17.4
Other	5	3.7	1	1.6	4	5.3	2	2.9	1	2.3	2	8.7
Totals	136	100.0	61	100.0	75	100.0	70	100.0	43	100.0	23	100.0

the cost of post-secondary school. (see Table 87) The continuing graduates obviously had relatively little trouble in managing financially. Just over 82% of the total continuing group said either that they managed easily or that they managed without too much difficulty. Continuing boys and girls did not differ appreciably in the extent to which they managed financially.

Amount Needed To Continue

Those noncontinuing and interrupting students who indicated that a lack of money had kept them from continuing their education were asked how much, in addition to savings on hand, they would have needed to attend post-secondary school. In general, the financial need of both groups was substantial and individuals who interrupted their education tended to be in greater need of funds than individuals who did not continue. (see Tables 88 and 89) For the total groups, 64.7% of the noncontinuing and 80.0% of the interrupting students reported that they would have needed either enough to pay "All my expenses" or "Most of my expenses" to continue with education beyond the high school level. Males and females in the noncontinuing group differed considerably from males and females in the interrupting group. For example, 63.6% of the noncontinuing boys, as compared to 77.7% of the interrupting boys, and 65.2% of the noncontinuing girls, as compared to 81.8% of the interrupting girls, said that they would have needed either enough to pay all or most of their expenses to continue their education.

Graduates who continued their education were asked how much they had needed, in addition to savings on hand, to attend post-secondary school. It appears that the financial need of these students had been substantial, although not as pronounced as the financial need

TABLE 88

ADDITIONAL FUNDS NEEDED BY THOSE NONCONTINUING AND INTERRUPTING STUDENTS WHO INDICATED THAT
A LACK OF MONEY HAD KEPT THEM FROM CONTINUING THEIR EDUCATION
(TOTAL GROUPS, MALES, AND FEMALES)

	Total Groups				Males				Females			
	Noncontinuing		Interrupting		Noncontinuing		Interrupting		Noncontinuing		Interrupting	
	N	%	N	%	N	%	N	%	N	%	N	%
All my expenses	6	17.6	5	25.0	1	9.1	3	33.3	5	21.7	2	18.2
Most of my expenses	16	47.1	11	55.0	6	54.5	4	44.4	10	43.5	7	63.6
About half of my expenses	7	20.6	3	15.0	3	27.3	1	11.1	4	17.4	2	18.2
Less than half of my expenses	5	14.7	0	0.0	1	9.1	0	0.0	4	17.4	0	0.0
Other	0	0.0	1	5.0	0	0.0	1	11.1	-	-	-	-
Totals	34	100.0	20	100.0	11	100.0	9	100.0	23	100.0	11	100.0
	$\chi^2=5.34$ 4d.f. p=.253				$\chi^2=4.24$ 4d.f. p=.374				$\chi^2=2.56$ 3d.f. p=.463			

TABLE 89

ADDITIONAL FUNDS NEEDED BY THOSE NONCONTINUING AND INTERRUPTING STUDENTS WHO INDICATED THAT
A LACK OF MONEY HAD KEPT THEM FROM CONTINUING THEIR EDUCATION
(LARGE CITY, SMALL CITY AND TOWN, AND RURAL)

	Large City				Small City and Town				Rural			
	Noncon- tinuing		Interrupt- ting		Noncon- tinuing		Interrupt- ting		Noncon- tinuing		Interrupt- ting	
	N	%	N	%	N	%	N	%	N	%	N	%
All my expenses Most of my expenses About half of my expenses Less than half of my expenses Other	3	16.7	2	25.0	2	22.2	2	33.3	1	14.3	1	16.7
	8	44.4	4	50.0	5	55.6	2	33.3	3	42.9	5	83.3
	5	27.8	1	12.5	1	11.1	2	33.3	1	14.3	0	0.0
	2	11.1	0	0.0	1	11.1	0	0.0	2	28.6	0	0.0
	0	0.0	1	12.5	-	-	-	-	-	-	-	-
Totals	18	100.0	8	100.0	9	100.0	6	100.0	7	100.0	6	100.0
$\chi^2=3.93$ 4d.f. p=.414				$\chi^2=2.10$ 3d.f. p=.551				$\chi^2=3.44$ 3d.f. p=.328				

TABLE 90

AMOUNT NEEDED BY CONTINUING STUDENTS, IN ADDITION TO SAVINGS, TO CONTINUE

	Total Group		Males		Females		Large City		Small City and Town		Rural	
	N	%	N	%	N	%	N	%	N	%	N	%
All my expenses	34	25.2	13	21.7	21	28.0	12	17.4	15	34.9	7	30.4
Most of my expenses	38	28.1	14	23.3	24	32.0	17	24.6	15	34.9	6	26.1
Half of my expenses	22	16.3	11	18.3	11	14.7	16	23.2	5	11.6	1	4.3
Less than half of my expenses	26	19.3	13	21.7	13	17.3	16	23.2	5	11.6	5	21.7
Other	15	11.1	9	15.0	6	8.0	8	11.6	3	7.0	4	17.4
Totals	135	100.0	60	100.0	75	100.0	69	100.0	43	100.0	23	100.0

of the noncontinuing and interrupting students. Just over half of the continuing group reported that they had needed enough to pay either all or most of their expenses. Girls who continued their education were in greater need of financial backing than were boys who did the same. For example, 60.0% of the continuing girls, as compared to 45.0% of the continuing boys, had needed enough to pay all or most of their education expenses. (see Table 90)

Parental Financial Support

Noncontinuing students generally tended not to differ significantly from students who interrupted their education in the extent to which their parents would have assisted in financing their education at the post-secondary level. In general, the majority in both groups could, apparently, have received at least some financial backing from their parents. (see Tables 91 to 93) In terms of the total groups, just over half of the noncontinuing and 58.9% of the interrupting graduates claimed that their parents would have paid half or more of their expenses. Differences existed among the males but not the females in the two groups. While 47.7% of the noncontinuing boys reported that their parents would have paid half or more of their expenses, 60.1% of the interrupting boys reported this degree of parental financial support. The corresponding percentages for the girls were 55.2% and 57.7% respectively.

In the rural subgroups, significant differences were found to exist between noncontinuing and interrupting females. The girls who did not continue could have counted on considerably more financial backing than girls who interrupted their education. Seven tenths of the rural noncontinuing girls, as compared to half of the interrupting girls, claimed that their parents would have paid half or more of their expenses

TABLE 91

RESPONSES OF NONCONTINUING AND INTERRUPTING STUDENTS TO: IF YOU HAD DECIDED TO CONTINUE YOUR EDUCATION RIGHT AFTER HIGH SCHOOL, TO WHAT EXTENT WOULD YOUR FAMILY HAVE HELPED YOU PAY YOUR EXPENSES? (TOTAL GROUPS, MALES, AND FEMALES)

	Total Groups				Males				Females			
	Noncontinuing		Interrupting		Noncontinuing		Interrupting		Noncontinuing		Interrupting	
	N	%	N	%	N	%	N	%	N	%	N	%
All my expenses	27	22.1	6	10.7	8	18.2	5	16.7	19	24.4	1	3.8
Most of my expenses	23	18.9	18	32.1	6	13.6	8	26.7	17	21.8	10	38.5
About half of my expenses	14	11.5	9	16.1	7	15.9	5	16.7	7	9.0	4	15.4
Less than half of my expenses	17	13.9	8	14.3	7	15.9	5	16.7	10	12.8	3	11.5
Very little if any	35	28.7	13	23.2	13	29.5	6	20.0	22	28.2	7	26.9
Other	6	4.9	2	3.6	3	6.8	1	3.3	3	3.8	1	3.8
Totals	122	100.0	56	100.0	44	100.0	30	100.0	78	100.0	26	100.0
	$\chi^2=6.85$ 5d.f. p=.231				$\chi^2=2.67$ 5d.f. p=.750				$\chi^2=7.14$ 5d.f. p=.209			

TABLE 92

RESPONSES OF NONCONTINUING AND INTERRUPTING STUDENTS TO: IF YOU HAD DECIDED TO CONTINUE YOUR EDUCATION RIGHT AFTER HIGH SCHOOL, TO WHAT EXTENT WOULD YOUR FAMILY HAVE HELPED YOU PAY YOUR EXPENSES? (LARGE CITY, SMALL CITY AND TOWN, AND RURAL)

	Large City				Small City and Town				Rural			
	Noncontinuing		Interrupting		Noncontinuing		Interrupting		Noncontinuing		Interrupting	
	N	%	N	%	N	%	N	%	N	%	N	%
All my expenses	17	22.1	5	17.2	3	11.1	1	7.1	7	38.9	0	0.0
Most of my expenses	15	19.5	8	27.6	7	25.9	4	28.6	1	5.6	6	46.2
About half of my expenses	12	15.6	6	20.7	1	3.7	1	7.1	1	5.6	2	15.4
Less than half of my expenses	8	10.4	3	10.3	4	14.8	4	28.6	5	27.8	1	7.7
Very little if any	21	27.3	5	17.2	11	40.7	4	28.6	3	16.7	4	30.8
Other	4	5.2	2	6.9	1	3.7	0	0.0	1	5.6	0	0.0
Totals	77	100.0	29	100.0	27	100.0	14	100.0	18	100.0	13	100.0
	$\chi^2=2.17$ 5d.f. p=.825				$\chi^2=2.18$ 5d.f. p=.823				$\chi^2=14.27$ 5d.f. p=.013			

TABLE 93

RESPONSES OF NONCONTINUING AND INTERRUPTING STUDENTS TO: IF YOU HAD DECIDED TO CONTINUE YOUR EDUCATION RIGHT AFTER HIGH SCHOOL, TO WHAT EXTENT WOULD YOUR FAMILY HAVE HELPED YOU PAY YOUR EXPENSES? (RURAL FEMALES)

	Rural Females			
	Noncon- tinuing		Interrup- ting	
	N	%	N	%
All my expenses	6	60.0	0	0.0
Most of my expenses	1	10.0	3	37.5
About half of my expenses	0	0.0	1	12.5
Less than half of my expenses	3	30.0	0	0.0
Very little if any	0	0.0	4	50.0
Other	-	-	-	-
Totals	10	100.0	8	100.0
$\chi^2=14.96$ 4d.f. $p=.004$				

TABLE 94

RESPONSES OF CONTINUING STUDENTS TO: AFTER YOU GRADUATED FROM HIGH SCHOOL, TO WHAT EXTENT DID YOUR PARENTS HELP YOU PAY YOUR EXPENSES FOR FURTHER EDUCATION?

	Total Groups		Males		Females		Large City		Small City and Town		Rural	
	N	%	N	%	N	%	N	%	N	%	N	%
All of my expenses	28	20.6	6	10.0	22	28.9	11	15.7	11	25.6	6	26.1
Most of my expenses	34	25.0	14	23.3	20	26.3	17	24.3	13	30.2	4	17.4
About half of my expenses	16	11.8	9	15.0	7	9.2	9	12.9	5	11.6	2	8.7
Less than half of my expenses	15	11.0	6	10.0	9	11.8	8	11.4	3	7.0	4	17.4
Very little if any	32	23.5	20	33.3	12	15.8	17	24.3	8	18.6	7	30.4
Other	11	8.1	5	8.3	6	7.9	8	11.4	3	7.0	0	0.0
Totals	136	100.0	60	100.0	76	100.0	70	100.0	43	100.0	23	100.0

for further education.

Those graduates who continued their education received substantial financial backing from their parents to pursue education at the post-secondary level. For example, 57.4% of the total continuing group reported that their parents had paid half or more of their expenses. (see Table 94) Continuing boys differed from continuing girls in the extent to which their parents had supported them. Almost two thirds of the girls, as compared to 48.3% of the boys, said that their parents had paid half or more than half of their expenses.

Willingness of Noncontinuing and Interrupting Students To
Accept a Scholarship

Marked differences existed between noncontinuing and interrupting graduates in terms of how willing they would have been, following high school graduation, to accept a scholarship and/or grant to continue their education. The distributions of the total groups and the female and large city female subgroups' responses to this item differed significantly and the pattern established in these distributions tended to be preserved throughout the remaining subgroups. (see tables 95 to 97) While the majority of both the noncontinuing and interrupting students generally would have reacted in a positive way to such an offer, those who delayed entry into a post-secondary institution would have been decidedly more receptive to the idea. In terms of the total groups, 62.0% of the noncontinuing and 87.5% of the interrupting students indicated that they either certainly or probably would have accepted, following high school graduation, a scholarship or grant to continue their education. While the male and female noncontinuing students did not differ greatly in their willingness to accept a scholarship or grant,

TABLE 95

WILLINGNESS OF NONCONTINUING AND INTERRUPTING STUDENTS TO ACCEPT A SCHOLARSHIP
OR GRANT TO CONTINUE (TOTAL GROUPS, MALES, AND FEMALES)

	Total Groups				Males				Females			
	Noncon- tinuing		Interrupt- ting		Noncon- tinuing		Interrupt- ting		Noncon- tinuing		Interrupt- ting	
	N	%	N	%	N	%	N	%	N	%	N	%
Would certainly accept Would probably accept Might accept Would probably not accept Would certainly not accept	45	37.2	33	58.9	17	39.5	11	39.3	28	35.9	22	78.6
	30	24.8	16	28.6	8	18.6	11	39.3	22	28.2	5	17.9
	29	24.0	3	5.4	11	25.6	3	10.7	18	23.1	0	0.0
	12	9.9	4	7.1	4	9.3	3	10.7	8	10.3	1	3.6
	5	4.1	0	0.0	3	7.0	0	0.0	2	2.6	0	0.0
Totals	121	100.0	56	100.0	43	100.0	28	100.0	78	100.0	28	100.0
$\chi^2=14.28$ 4d.f. p=.006				$\chi^2=6.59$ 4d.f. p=.158				$\chi^2=17.08$ 4d.f. p=.001				

TABLE 96

WILLINGNESS OF NONCONTINUING AND INTERRUPTING STUDENTS TO ACCEPT A SCHOLARSHIP OR GRANT TO CONTINUE (LARGE CITY, SMALL CITY AND TOWN, AND RURAL)

	Large City				Small City and Town				Rural			
	Noncontinuing		Interrupting		Noncontinuing		Interrupting		Noncontinuing		Interrupting	
	N	%	N	%	N	%	N	%	N	%	N	%
Would certainly accept	28	36.4	15	51.7	9	34.6	9	64.3	8	44.4	9	69.2
Would probably accept	17	22.1	9	31.0	8	30.8	4	28.6	5	27.8	3	23.1
Might accept	21	27.3	2	6.9	4	15.4	1	7.1	4	22.2	0	0.0
Would probably not accept	7	9.1	3	10.3	4	15.4	0	0.0	1	5.6	1	7.7
Would certainly not accept	4	5.2	0	0.0	1	3.8	0	0.0	-	-	-	-
Totals	77	100.0	29	100.0	26	100.0	14	100.0	18	100.0	13	100.0
$\chi^2=7.48$ 4d.f. p=.112				$\chi^2=4.98$ 4d.f. p=.289				$\chi^2=3.85$ 3d.f. p=.277				

TABLE 97

WILLINGNESS OF NONCONTINUING AND INTERRUPTING STUDENTS TO ACCEPT A SCHOLARSHIP OR
GRANT TO CONTINUE (LARGE CITY FEMALES)

	Large City Females			
	Noncon- tinuing		Interrupt- ing	
	N	%	N	%
Would certainly accept	18	35.3	8	88.9
Would probably accept	13	25.5	1	11.1
Might accept	14	27.5	0	0.0
Would probably not accept	5	9.8	0	0.0
Would certainly not accept	1	2.0	0	0.0
Totals	51	100.0	9	100.0
$\chi^2=9.27$ 4d.f. p=.054				

the same was not true of the males and females who interrupted their education. Almost 60% of the noncontinuing boys and 64.1% of the noncontinuing girls said that they would either certainly or probably have accepted such assistance to continue, while 78.6% of the interrupting boys and 96.5% of the interrupting girls indicated this degree of receptiveness to the idea.

The difference between the noncontinuing and interrupting large city girls was especially pronounced. All of the interrupting and only 60.8% of the noncontinuing girls in this subgroup said that they would either certainly or probably have accepted a scholarship or grant to attend post-secondary school.

Knowledge of Available Financial Assistance

One of the most important matters with which the present study concerned itself had to do with the extent to which students in the noncontinuing, interrupting, and continuing groups were aware of financial assistance that was available to them to attend post-secondary school. Significant differences existed in the distributions of the total groups and the large city and rural female subgroups' responses to the item concerning awareness of financial aid. It seems that, in general, noncontinuing graduates were less aware of financial assistance possibilities than were interrupting and continuing graduates. By the same token, interrupting students had less awareness than did continuing students in this regard. (see Tables 98 and 100) For the total groups, 50.0% of the noncontinuing, 57.1% of the interrupting, and 70.1% of the continuing individuals reported either that they knew exactly or had a fair idea about the assistance that might have been available to them. The proportions of boys and girls in the noncontinuing and continuing

TABLE 98

NONCONTINUING, INTERRUPTING, AND CONTINUING STUDENTS' DEGREE OF AWARENESS CONCERNING
AVAILABLE FINANCIAL ASSISTANCE (TOTAL GROUPS, MALES, AND FEMALES)

	Total Groups						Males						Females					
	Noncon- tinuing		Interrupt- ing		Continu- ing		Noncon- tinuing		Interrupt- ing		Continu- ing		Noncon- tinuing		Interrupt- ing		Continu- ing	
	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%
Knew exactly	13	10.7	11	19.6	32	23.4	4	9.3	5	17.9	14	23.0	9	11.4	6	21.4	18	23.7
Had a fair idea	48	39.3	21	37.5	64	46.7	17	39.5	9	32.1	29	47.5	31	39.2	12	42.9	35	46.1
Had only a vague idea	55	45.1	19	33.9	35	25.5	20	46.5	11	39.3	14	23.0	35	44.3	8	28.6	21	27.6
Had no idea	6	4.9	5	8.9	4	2.9	2	4.7	3	10.7	2	3.3	4	5.1	2	7.1	2	2.6
Other	0	0.0	0	0.0	2	1.5	0	0.0	0	0.0	2	3.3	-	-	-	-	-	-
Totals	122	100.0	56	100.0	137	100.0	43	100.0	28	100.0	61	100.0	79	100.0	28	100.0	76	100.0
	$X^2=19.92$		8d.f.		p=.010		$X^2=12.63$		8d.f.		p=.125		$X^2=8.45$		6d.f.		p=.206	

TABLE 99

NONCONTINUING, INTERRUPTING, AND CONTINUING STUDENTS' DEGREE OF AWARENESS CONCERNING AVAILABLE FINANCIAL ASSISTANCE (LARGE CITY, SMALL CITY AND TOWN, AND RURAL)

	Large City						Small City and Town						Rural					
	Noncontinuing		Interrupting		Continuing		Noncontinuing		Interrupting		Continuing		Noncontinuing		Interrupting		Continuing	
	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%
Knew exactly	7	9.0	6	20.0	15	21.4	3	11.1	5	35.7	13	29.5	3	17.6	0	0.0	4	17.4
Had a fair idea	31	39.7	11	36.7	38	54.3	12	44.4	2	14.3	16	36.4	5	29.4	8	66.7	10	43.5
Had only a vague idea	35	44.9	11	36.7	15	21.4	11	40.7	6	42.9	14	31.8	9	52.9	2	16.7	6	26.1
Had no idea	5	6.4	2	6.7	1	1.4	1	3.7	1	7.1	0	0.0	0	0.0	2	16.7	3	13.0
Other	0	0.0	0	0.0	1	1.4	0	0.0	0	0.0	1	2.3	-	-	-	-	-	-
Totals	78	100.0	30	100.0	70	100.0	27	100.0	14	100.0	44	100.0	17	100.0	12	100.0	23	100.0
	$\chi^2=16.27$		8d.f.		p=.038		$\chi^2=9.62$		8d.f.		p=.292		$\chi^2=10.23$		6d.f.		p=.115	

groups indicating this degree of awareness were about the same. A notable difference existed, however, between the males and females who interrupted their education, with the boys being less aware than the girls of possible sources of assistance. Half of the interrupting boys and about two thirds of the interrupting girls claimed that they knew exactly or had a fair idea about the types of financial aid at their disposal.

Discussion

It would seem that the financial factor contributed to the noncontinuance or interruption of some students. Although lack of funds was probably directly responsible for some students interrupting or not continuing their education, it appears that most students could have financed further education through a combination of parental financial assistance, savings from part-time jobs and summer earnings, and funds that might have been available to them through such agencies as The Students Assistance Board.

It is rather alarming, however, that a great many students had only a vague idea about, or were not aware of, any financial assistance that might have been available to them to continue their education. Perhaps if more students were made aware of possible sources of financial aid a good many of them would, with some encouragement, pursue education at the post-secondary level. It may be argued that if a student really wants to continue his education he will find out what financial assistance is available to him. This may be true for some or even many students. However, too much responsibility for discovering possible financial help may well be left to students.

The financial assistance program in Alberta has been, and still is, very helpful in assisting needy students to attend post-secondary school. As one graduate who continued his education pointed out:

The government loan program for students is an extremely good scheme. I am very happy I could get one otherwise I would not have been able to continue my schooling. The interest rates are very low and the time allowed in paying back the loan is long enough to give students some earning time.

It is unfortunate that so many noncontinuing and interrupting graduates had only a vague idea or no knowledge at all about such a program.

CHAPTER V

IMPLICATIONS AND RECOMMENDATIONS

In the introduction to this study, it was proposed that post-secondary education is very important to the welfare of the individual and to the development of the society of which he forms a part. If this contention is a valid one, it should cause some degree of alarm to find that approximately one quarter of the total number of students included in this study have not continued their education since high school graduation in 1967. The fact that half of these individuals reported intentions to continue their education at some future time is not particularly consoling, since it has been repeatedly demonstrated that a substantial number of students do not fulfil their plans for education beyond the high school level. Such being the case, it is important that action be taken prior to high school graduation to facilitate sound long range decision making on the part of students. The findings of this study suggest some positive steps that can be taken in the direction of helping more young people to take advantage of post-secondary education opportunities. These steps are:

- 1) In addition to making available to all high school students accurate information concerning post-secondary educational opportunities, counsellors and teachers should make a real effort to help a student realize that he is an individual human being with his own interests, abilities, and potentialities. It may be that guidance programs have tended to be too much vocationally oriented -- to the neglect of the student as a person concerned with more than merely fitting

into a complex occupational structure. There were some strong indications in this study that information concerning opportunities for further education is a necessary but clearly not sufficient condition for maximizing the likelihood that a particular individual will attend post-secondary school.

2) Since the majority of noncontinuing graduates in this study made their decision concerning education beyond high school either in grade twelve or shortly after graduation, this period should be regarded as a rather critical time during which special efforts ought to be made to assist students in planning their futures. The guidance and encouragement received at this time could well have a very important effect on what an individual does with regard to continuing his education following completion of high school.

3) In view of the finding that half of the noncontinuing students in this study were only vaguely aware of or had no idea about financial aid possibilities, it is recommended that further attempts be made to better inform high school students, well before they graduate, of sources of financial assistance. Though there is no direct evidence, it may well be that some of the noncontinuing students might have attended post-secondary institutions if they had been more than only vaguely aware of financial aid possibilities. Although the extent to which parents were aware of financial assistance was not examined in this study, it is recommended that continuing efforts be made to inform parents of the assistance that is available to their sons or daughters to help finance education at the post-secondary level.

In the opinion of the writer, teachers and counsellors can often be instrumental in motivating students to continue their education

after high school graduation. Of course, parents are in perhaps the best position to foster an interest in post-secondary education in their children. In the opinion of the writer, the school can do more than it is currently doing in helping parents to be aware of educational opportunities available to their children. While the ultimate decision concerning education beyond the high school level must be left to the individual, the help and encouragement of sincerely interested parents, teachers, and counsellors could go a long way in facilitating sound and confident educational decision making on the part of students.

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APPENDICES

APPENDIX A

THE QUESTIONNAIRES

STUDY OF FACTORS RELATED TO
POST-HIGH SCHOOL PLANS

Department of Education
Government of Alberta
1969

I. The Return Mail Card Asking Students What They Did Regarding
Post-Secondary Education Following High School Graduation

The following categories represent the possible routes taken by those who graduated from Alberta high schools in June of 1967. Please check the category that is applicable to you.

- ☐ 1. I continued my education at the post-high school level in September of 1967.
Please specify: Institution _____
Program _____
- ☐ 2. I continued my education at the post-high school level after staying out of school for some time.
Please specify: Institution now attending _____
Program _____
Date of registration _____
- ☐ 3. I have not continued with education at the post-high school level since high school graduation.
Please specify: Current activity _____
- ☐ 4. Other (Please specify) _____

On the space provided could you please indicate your present mailing address and your phone number.

Present Mailing Address: _____

Phone Number: _____

II. QUESTIONNAIRE ITEMS COMMON TO THE NONCONTINUING, INTERRUPTING, AND CONTINUING GROUPS

Please check the choice at the right which applies to your situation.

1. Sex: a) Male _____ (1)
 b) Female _____ (2)

2. Age at time of graduation from high school:

- a) Fifteen _____ (1)
 b) Sixteen _____ (2)
 c) Seventeen _____ (3)
 d) Eighteen _____ (4)
 e) Nineteen _____ (5)
 f) Twenty _____ (6)
 g) Over twenty _____ (7)

3. Marital status at time of graduation from high school:

- a) Single _____ (1)
 b) Married _____ (2)
 c) Separated _____ (3)
 d) Divorced _____ (4)
 e) Widowed _____ (5)

4. Education of father: (Mark highest level attained).

- a) Grade nine or less _____ (1)
 b) Some high school _____ (2)
 c) Graduated from high school _____ (3)
 d) Business, technical or trade training _____ (4)
 e) Some university work, including teacher training. _____ (5)
 f) Graduated from university _____ (6)
 g) Holds more than one university degree _____ (7)
 h) Other, or combination of these
 (Please specify under "comments") _____ (8)
 i) Can't answer, or not sure _____ (9)

Comments:

5. Education of mother: (Mark highest level attained).

- a) Grade nine or less _____ (1)
 b) Some high school _____ (2)
 c) Graduated from high school _____ (3)
 d) Business, technical or trade training _____ (4)
 e) Some university work, including teacher training. _____ (5)
 f) Graduated from university _____ (6)
 g) Holds more than one university degree _____ (7)
 h) Other, or combination of these
 (Please specify under "comments") _____ (8)
 i) Can't answer, or not sure _____ (9)

Comments:

6. Occupation of father:

- a) Profession (lawyer, doctor, banker, teacher, minister, dentist, etc.) _____ (1)
- b) Owns or manages business (store, gas station or garage, photography or barber shop, insurance agency, hotel or cafe, etc.) _____ (2)
- c) Office worker (bookkeeper, cashier, postal clerk, etc.) _____ (3)
- d) Sales (insurance, real estate, retail store, etc.) _____ (4)
- e) Owns or manages farm _____ (5)
- f) Skilled tradesman (carpenter, electrician, machinist, etc.) _____ (6)
- g) Factory worker (laborer, farm laborer, janitor) _____ (7)
- h) Other (be specific) _____ (8)

(write in name of specific occupation)

7. Type of program taken in high school:

- a) Matriculation _____ (1)
- b) General _____ (2)
- c) Vocational _____ (3)
- d) Business education _____ (4)
- e) Other (please specify) _____ (5)

8. Into which of the following categories did your average on Grade 12 departmental examinations fall?

- a) 40-49 % (C) _____ (1)
- b) 50-64 % (B) _____ (2)
- c) 65-79 % (A) _____ (3)
- d) 80 % or over (H) _____ (4)

9. Did you really want to continue your education after high school?

- a) I wanted very much to continue _____ (1)
- b) I felt that it would have been good to go on _____ (2)
- c) I was indifferent _____ (3)
- d) I didn't really want to continue _____ (4)
- e) Other (please explain under comments) _____ (5)

Comments:

10. Some students say they were excited about the academic (i.e. course work) aspect of high school while others claim that this phase of high school didn't appeal to them at all. How would you describe your feelings in this regard?

- a) I was enthusiastic about it (1)
- b) I was interested in it (2)
- c) I was indifferent to it (3)
- d) I disliked it (4)
- e) I strongly disliked it (5)
- f) Other (please explain under comments) (6)

Comments:

11. Which of the following best describes your overall feeling about your high school experience?

- a) I really enjoyed high school and missed it after graduation (1)
- b) High school was "all right" but I didn't miss it very much after graduation (2)
- c) I felt rather indifferent about my high school days (3)
- d) I did not enjoy high school (4)
- e) Other (please explain under comments) (5)

Comments:

12. Some students have said that they spoke a great deal to their parents about continuing their education after high school while others say that they spoke hardly at all to their parents about this matter. Which of the following best describes your situation?

- a) I spent a lot of time discussing this matter with my parents (1)
- b) I spent a considerable amount of time talking to them (2)
- c) I spent only a small amount of time talking to them (3)
- d) I did not discuss the matter with my parents (4)

Comments:

13. How did your parents feel about the possibility of your continuing at the post-secondary level? My parents:

- a) insisted that I continue (1)
- b) wanted me to continue (2)
- c) were indifferent to my continuing (3)
- d) didn't want me to continue (4)
- e) wouldn't allow me to continue (5)
- f) left the decision entirely up to me (6)
- g) Other (please explain under comments) (7)

Comments:

14. To what extent did your parents influence your decision concerning post-secondary education? My parents had:

- a) no influence (1)
- b) only a slight influence (2)
- c) some influence (3)
- d) considerable influence (4)
- e) a great deal of influence (5)
- f) My decision was based entirely on their opinion (6)
- g) Other (please explain under comments) (7)

Comments:

15. Do you have any brothers or sisters who could have continued their education immediately after high school but decided not to do so?

Yes _____ (1)
No _____ (2)

16. If you answered "yes" to the previous question, what do you think was the main reason for their not going on to post-secondary education?

- a) Planned to or did get married (1)
- b) "Poor health" (2)
- c) Illness in the family (3)
- d) Not enough money to go on (4)
- e) Lack of interest in further education (5)
- f) Wanted to earn own living to be independent of parents (6)
- g) Wished to complete matriculation requirements for university entrance (7)
- h) Parents did not want them to continue (8)
- i) Attractive opportunity for employment (9)
- j) Didn't think they had the ability to go on (10)
- k) Most of their friends did not continue (11)
- l) Were uncertain about future plans (12)
- m) Other (please explain under comments) (13)

Comments:

17. Did their decision influence your post-high school plans? Which of the following best describes the extent of their influence?
I was:

- a) strongly influenced (1)
- b) considerably influenced (2)
- c) slightly influenced (3)
- d) not influenced at all (4)
- e) Other (please explain under comments) (5)

Comments:

18. Did many of your close friends continue their education immediately after high school graduation? Which of the following best describes your situation?

- a) Nearly all of my closest friends went on _____ (1)
- b) Most of my closest friends went on _____ (2)
- c) A considerable number went on _____ (3)
- d) Few of them went on _____ (4)
- e) Nearly none of them went on _____ (5)
- f) Other (please explain under comments). _____ (6)

Comments:

19. Did the decision of your close friends influence the decision you made concerning post-high school plans? Which of the following best describes the extent of their influence? I was:

- a) greatly influenced _____ (1)
- b) considerably influenced _____ (2)
- c) slightly influenced _____ (3)
- d) not influenced at all _____ (4)
- e) Other (please explain under comments) _____ (5)

Comments:

20. At the time that you decided not to continue your education after completing high school, were you aware of financial assistance (for example, scholarships, and Federal and Provincial grants and loans) that might have been available to you? Which of the following best describes your situation?

- a) I knew exactly what financial aid was available . _____ (1)
- b) I had a fair idea about the amount and types of assistance available _____ (2)
- c) I had only a vague idea about such assistance . . _____ (3)
- d) I had no idea of the types of assistance available _____ (4)
- e) Other (please explain under comments) _____ (5)

Comments:

21. Did the staff at the high school you attended encourage you to continue your education? Which of the following best describes the amount of encouragement you received? I received:

- a) a great deal of encouragement _____ (1)
- b) a fair amount of encouragement _____ (2)
- c) a little encouragement _____ (3)
- d) no encouragement _____ (4)
- e) Other (please explain under comments) _____ (5)

Comments:

22. If you said that you were encouraged to continue by people connected with the high school, from whom did you receive the most encouragement?

- a) The school principal _____ (1)
 b) The school counsellor _____ (2)
 c) The teachers _____ (3)
 d) Other (please explain under comments) _____ (4)

Comments:

23. When you were in high school, were you ever informed, either through the school staff or representatives of post-secondary institutions, about the opportunities for continuing your education?

Yes _____ (1)
 No _____ (2)

24. Which of the following best describes your opinion of the helpfulness of the guidance department of your high school as far as helping most students decide what to do after high school? The guidance program was:

- a) very helpful _____ (1)
 b) quite helpful _____ (2)
 c) of little help _____ (3)
 d) no help at all _____ (4)
 e) Other (please explain under comments) _____ (5)

Comments:

25. Which of the following best describes your opinion of the helpfulness of the guidance department of your high school as far as helping you to decide what to do after high school? The guidance program was:

- a) very helpful _____ (1)
 b) quite helpful _____ (2)
 c) of little help _____ (3)
 d) no help at all _____ (4)
 e) did not consult with guidance department _____ (5)
 f) Other (please explain under comments) _____ (6)

Comments:

26. Some people participated a great deal in high school extra-curricular activities while others did not participate in these at all. (i.e. school clubs, organizations, societies, musical organizations, etc.) Which of the following best describes the extent of your participation in such affairs? On extra-curricular activities, I spent:

- a) a great deal of time _____ (1)
- b) quite a lot of time _____ (2)
- c) not much time _____ (3)
- d) little or no time _____ (4)
- e) Other (please explain under comments) _____ (5)

Comments:

III. QUESTIONNAIRE ITEMS COMMON TO THE NONCONTINUING AND INTERRUPTING GROUPS

1. Please indicate, in order of importance, the three reasons why you did not continue your education at the post-secondary level immediately after high school graduation. (Please number the most important reason 1, the second most important reason 2, etc.)

- a) Planned to or did get married _____ (1)
- b) "Poor health" _____ (2)
- c) Illness in the family _____ (3)
- d) Not enough money to go on _____ (4)
- e) Lack of interest in further education _____ (5)
- f) Wanted to earn own living to be independent of
parents _____ (6)
- g) Wished to complete matriculation requirements for
university entrance _____ (7)
- h) Parents did not want me to continue _____ (8)
- i) Attractive opportunity for employment _____ (9)
- j) Didn't think I had the ability to go on _____ (10)
- k) Most of my friends did not continue _____ (11)
- l) Was uncertain about future plans _____ (12)
- m) Other (please explain under comments) _____ (13)

Comments:

2. Could you have managed financially if you had decided to continue your education immediately after high school? Which of the following best describes your situation?

- a) I could have managed easily _____ (1)
- b) I could have managed without too much difficulty _____ (2)
- c) I could have managed but it would have involved
many sacrifices _____ (3)
- d) I could not have afforded it _____ (4)
- e) Other (please explain under comments) _____ (5)

Comments:

3. Did a lack of money at the time keep you from continuing your education right after high school?

Yes _____ (1)
No _____ (2)

4. If you answered "yes" to question 3, how much (in addition to the amount that you think you could have saved from working etc.) would you have needed to continue? Enough to pay:

- a) all my expenses _____ (1)
b) most of my expenses _____ (2)
c) about half of my expenses _____ (3)
d) less than half of my expenses _____ (4)
e) Other (please explain under comments) _____ (5)

Comments:

5. If you had decided to continue your education right after high school, to what extent would your family have helped you pay your expenses? They would have paid:

- a) all my expenses _____ (1)
b) most of my expenses _____ (2)
c) about half of my expenses _____ (3)
d) less than half of my expenses _____ (4)
e) very little if any _____ (5)
f) Other (please explain under comments) _____ (6)

Comments:

6. Imagine that you were to receive a scholarship or grant to continue your education. The award would be large enough so that you could attend to good post-secondary school and you would not have to worry about any of your expenses. (If you have gone on to post-secondary school after an initial delay, try to think what your reaction to such an offer would have been at the time you graduated from high school.) Which of the following best describes how willing you would be to accept such assistance?

- a) I would certainly accept _____ (1)
b) I would probably accept _____ (2)
c) I might accept _____ (3)
d) I would probably not accept _____ (4)
e) I would certainly not accept _____ (5)

Comments:

7. Did marriage or the prospect of marriage influence your decision not to continue your education immediately after high school?

Yes _____ (1)
No _____ (2)

Comments:

8. Have you ever regretted not continuing your education immediately after high school?

- a) I often regret not having continued _____ (1)
- b) I sometimes regret not having continued _____ (2)
- c) I have never regretted not continuing _____ (3)
- d) Other (please explain under comments) _____ (4)

Comments:

IV. QUESTIONNAIRE ITEM COMMON TO THE INTERRUPTING AND CONTINUING GROUPS

1. When did you decide to continue your education following high school graduation? I made this decision:

- a) in the elementary grades _____ (1)
- b) in junior high school _____ (2)
- c) in grade ten (beginning of high school) _____ (3)
- d) in grade eleven (mid-way through high school) _____ (4)
- e) in grade twelve (near the end of high school) _____ (5)
- f) shortly after graduation from high school _____ (6)
- g) I don't recall when I first made this decision _____ (7)

Comments:

V. QUESTIONNAIRE ITEMS RELATING ONLY TO THE NONCONTINUING GROUP

1. When did you decide not to continue your education? I made this decision:

- a) in the elementary grades _____ (1)
- b) in junior high school _____ (2)
- c) in grade ten (beginning of high school) _____ (3)
- d) in grade eleven (mid-way through high school) _____ (4)
- e) in grade twelve (near the end of high school) _____ (5)
- f) shortly after graduation from high school _____ (6)
- g) I don't recall when I first made this decision _____ (7)

Comments:

2. You indicated on the card returned to us that you have not continued your education since graduation from high school. Do you plan to continue at any time in the future?

Yes _____ (1)
No _____ (2)

3. If you answered "yes" to question 2, at which of the following type of institution do you plan to continue?

- a) University _____ (1)
- b) Technical school (such as N.A.I.T. or S.A.I.T.) . . _____ (2)
- c) School of nursing _____ (3)
- d) Business school _____ (4)
- e) Other (please explain under comments) _____ (5)

Comments:

VI. QUESTIONNAIRE ITEMS RELATING ONLY TO THE CONTINUING GROUP

1. Which of the following best describes the extent to which you managed after high school graduation to finance further education?

- a) I managed easily _____ (1)
- b) I managed without too much difficulty _____ (2)
- c) I managed but had to make many sacrifices _____ (3)
- d) Other (please explain under comments). _____ (4)

Comments:

2. In addition to the amount that you saved from working etc., how much did you need following high school graduation to continue your education?

- a) Enough to pay all my expenses _____ (1)
- b) Enough to pay most of my expenses _____ (2)
- c) Enough to pay about half of my expenses _____ (3)
- d) Enough to pay less than half my expenses _____ (4)
- e) Other (please explain under comments) _____ (5)

Comments:

3. After you graduated from high school, to what extent did your parents help you pay your expenses for further education? They paid:

- a) all of my expenses _____ (1)
- b) most of my expenses _____ (2)
- c) about half of my expenses _____ (3)
- d) less than half my expenses _____ (4)
- e) very little if any _____ (5)
- f) Other (please explain under comments) _____ (6)

Comments:

APPENDIX B

LETTERS

Edmonton, Alberta
February, 1969

Dear Sir: (Madam:)

Provincial Department of Education records indicate that you were qualified to attend post-secondary school after high school graduation in 1967. The department is very interested in learning about the routes taken by those who graduated in that year. Your name was selected as part of a random sample which, it is hoped, is representative of the province as a whole.

Any help you can give could have an effect on future educational policy in this province. It is for this reason that your cooperation is so important.

I would much appreciate your filling out the brief return mail card enclosed with this letter. Please check on the card the category into which you fall. If your address had changed since 1967, could you indicate your present mailing address on the space provided. It is most important to the study that you return the card as soon as possible.

Once again, I assure you that your help will be very useful and greatly appreciated.

Yours sincerely,

Donald C. Fair, Ph.D.
Research Director and
Associate Professor
Department of Educational
Psychology
University of Alberta

DCF
Enclosure

Edmonton, Alberta
March, 1969

Dear Sir: (Madam:)

Thank you for returning to us the card that asked you to indicate what you did following high school graduation. We very much appreciate your cooperation.

With this information, we are now ready to begin the last and most important part of the project. This is to study the factors related to the post-high school plans made by students. Please complete and return the enclosed questionnaire in the envelope provided. For the study to be useful it is most important that you return it as soon as possible.

You can rest assured that your responses will be held in strictest confidence and used only to determine over-all averages in summarizing results.

The questionnaire should take no more than 10 to 15 minutes to complete since all that is required is checking (✓) your answers. Spaces are provided for any comments you might like to make.

Thank you again for your continued cooperation in this study.

Yours sincerely,

Donald C. Fair, Ph.D.
Research Director and
Associate Professor
Department of Educational
Psychology
University of Alberta

DCF
Enclosure

Edmonton, Alberta
April, 1969

Dear Sir: (Madam:)

A short time ago questionnaires were sent to a number of individuals to study the factors related to post-high school plans. Our records indicate that we have not yet received your questionnaire. Could you please return it as soon as possible?

Your frank responses are of vital importance to the success of the study and your participation will be greatly appreciated.

If you have perhaps lost or misplaced the questionnaire that was sent out, please let us know and we will gladly send you another one.

You can rest assured that any information received will be kept in strictest confidence and used only to determine over-all averages in summarizing results. Thank you for your cooperation.

Yours sincerely,

Donald C. Fair, Ph.D.
Research Director and
Associate Professor
Department of Educational
Psychology
University of Alberta

DCF
Enclosure

APPENDIX C

COMMENTS OF PARTICIPANTS

SELECTED COMMENTS MADE BY PARTICIPANTS IN THE STUDY

1. This study has aroused my interest and curiosity and, as you may have gathered, I feel strongly on the subject. Would it be possible to receive a list of the results following the completion of this survey? I hope I have helped. (Interrupting boy)
2. I enjoyed helping you very much with this project because I feel it may help to improve educational standards in this province and make more people realize that continuing their education is important. (Noncontinuing girl)
3. People! Why don't you do something about our school system. Like what it needs is humaneness and relevancy. I could probably fill in a dozen sheets telling you my ideas and feelings about schools in Alberta but I always was bored with one-sided communication. Why doesn't the government listen to kids going to school? They can think. They know what they're getting from the whole system and a lot of them know what they would rather have. Listen to them. They've got ideas that could prove helpful in making the school system something for humans. (Noncontinuing boy)
4. Thank you very much for picking me for this project. I have found it most enjoyable and interesting and I would like to know the results. (Noncontinuing girl)
5. I would like to commend you on your apparent interest in our problem and I sincerely hope that your study will in some way improve the sad state of education in Canada. (Noncontinuing boy)
6. I am glad to see investigation into any aspect of education. There is a tremendous need for more knowledge and better understanding regarding education. We must analyze our present methods and implement promising improvements as soon as possible. Conditions are entirely unsatisfactory at present. My regards to Dr. Fair and associates. (Interrupting boy)

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